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ABSTRACT

This document contains chapters 4 and 5 of the final report of the Project on Social Architecture in Education. Chapter 4 provides a brief overview of the activities of the project in order to sketch the context out of which the case studies, conclusions, and learning materials emerged. Chapter 5 discusses and evaluates six major strands of research activity in the project that were developing simultaneously and interactively: retrieval of prior research and practice; site acquisition; conceptualization; instrument development; data collection; and data analysis. The appendices contain copies of the measurement instruments and data analysis forms. (Author/MLF)

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EA 011 517

Final Report

Part II: Research Methods

Chapter 4

PROJECT OVERVIEW

Chapter 5

RESEARCH METHODS

Matthew B. Miles

Project on Social Architecture in Education

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From the Final Report to National Institute of Education, Grant NIE-G-74-0051. Designing and Starting Innovative Schools: a Field Study of Social Architecture in Education. Matthew B. Miles, Principal Investigator.

December, 1978

Introductory Note

This volume is a portion of the Final Report, Grant NIE-G-74-0051, "Designing and Starting Innovative Schools: a Field Study of Social Architecture in Education," Matthew B. Miles, Principal Investigator.

The Final Report contains the following parts:

Part I: Introduction

1. Executive Summary
2. New Schools as a Strategy for Educational Improvement
3. Planning and Implementing New Schools: a General Framework

Part II: Research Methods

4. Project Overview
5. Research Methods
   Appendices

Part III: Case Studies

6. Westgate Schools: a case study of two open-space elementary schools
7. Change and Conflict: educational innovation in community context
8. Innovation in Lakeport
   College High School: a planning case study
   The Founding of Julius Appelbaum High School
9. Arts Co-op: an experimental high school program

Part IV: Conclusions

10. Reflections on the Case Studies
11. Implications and Advice

Part V: Mapping New Schools: a series of new-school planning guides

1. Setting the stage for planning
2. Designing your school
3. Mapping your school's environment
4. Making your school work

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The Project on Social Architecture in Education has engaged the active energies of many people over the past four years. The core research staff responsible for this Final Report were Matthew B. Miles, Ellen W. Sullivan, Barry A. Gold, Beverly Loy Taylor, Sam D. Sieber and David E. Wilder. Their specific writing contributions and their ongoing roles are identified in the Report. The value of four years of satisfying work together goes far beyond any acknowledgement that can be given here.

Dale G. Lake collaborated closely in the creation of the Project and was a strong co-investigator during the first year, with staff members Bunty Ketcham, Denise Burch, and Julie Quain.

We are very grateful for the additional field work efforts of Wynne Galanter, Dan Lauffer, Alaka Wali, Robin Geller, and Wamboi Kironde.

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Joe Lopatin and Peter Abrams of Calculogic, Inc. managed our data processing with competence and speed.

Jolene Vrchota, Thomas Cook, and Joan Charles provided coding and clerical assistance; administrative and secretarial support came from Ann Wechsler, Anita McCabe, and Gay Gaskins. The Final Report was meticulously, even cheerfully, typed by Judy Woolcock. Evelyn Ledyard and Audrey McGhie.

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Several dozen colleagues assisted the project with manuscript review, came to our work conferences, and advised on project planning and strategy. They are named at appropriate places in the Report. Here we mention with gratitude those who served in our pool of consultants to school sites: Billie Alban, Marc Bassin, Peter Block, Lloyd Bishop, Bob Chasnoff, Felicia Clark, Al Fitz, Ann Lieberman, Peter Muniz, Saul Pilnick, Herb Shepard, and Mary Hunter Wolf.

We want to express our strong appreciation to William L. Smith, the director of Teacher Corps, who provided warm encouragement and support for our early exploratory work, and for the intensive development of learning materials. And we do not think any project of this sort has ever had better project officers than ours at NIE proved to be: Mary Milne, Charles Thompson, Elisabeth Hansot and Fritz Mulhauser gave thoughtful commentary, steady stimulation, and sustained support.

Perhaps our most helpful collaborators must go unidentified. The several hundred people from our six schools whose work we studied were far from being mere objects of study. Many gave active energy to helping us think through the issues of planning and implementation in new schools. They gave us full and thorough access, and many gave extra time. The study would have been impossible without their help. We know from some, and hope for all, that their learning has been as valuable as ours.

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Chapter 4

PROJECT OVERVIEW

Matthew B. Miles

This chapter provides a brief overview of the activities of the Project on Social Architecture in Education; the aim is to sketch the context out of which our case studies (Part III of this Final Report), conclusions (Part IV), and learning materials (Part V) emerged. With this context and the discussion of research methods in Chapter 5, the reader may be able to assess the potential replicability of our findings, as well as to judge the fruitfulness of the methods for use in other field studies of change in schools.

Project Goals

The research proposal, originally drafted by Miles and Dale Lake in the summer of 1973, discussed the importance of studying the new-school strategy for educational improvement, which was "in principle, an effective means for educational reform." But since "most new schools do not realize the innovative visions with which they were launched," the proposal went on, there was a "need to understand why, and to develop a strong data base on the processes of effective creation of innovative educational settings."

The need, the proposal suggested, stemmed from the fact that

> ...the process of creating <u>any</u> new setting is both extremely complex and nearly uncharted. There is almost no firm knowledge of just how to design a new educational social system and bring it into stable operation.

and that

> the opportunity which new schools present for the actualization of new educational visions goes largely unrealized...the opening of new schools does not typically result in either (a) transformation of existing and familiar organizational forms; or (b) the creation of a self-renewing, developmental system of an organizationally "healthy" sort.

The proposal continued:

> This study, rather than focusing on the adoption of limited educational innovations, will study the processes involved in designing and building the social systems of new, innovative schools. It aims at basic understanding of the planning, staffing, start-up and implementation stages of complete schools for which innovative intentions are held. Its basic intent is to examine the processes through which innovative organizational behavior can be created and maintained, starting de novo rather than via usual processes of institutional renewal or redesign.

The proposal defined "social architecture" as the process of envisioning, designing and bringing into being a new social system--in this case, an innovative school, and anticipated the following expected additions to knowledge:

> a. A systematically-conceptualized view of the stages of the social-architectural process, anchored in:
>
> b. Empirical case studies of six different innovative schools as they are designed and created, and in:
>
> c. Quantitative analyses of the "steady-state" functioning of the new schools, seen as innovative and innovation-encouraging systems, and:
>
> d. A set of working guidelines to aid educational planners and administrators, dealing with key issues in each of the successive stages of the social-architectural process, and suggesting tactics for each stage.

This knowledge, the proposal suggested, would

> make it more likely that the new-school strategy for educational change can only be understood more clearly, but used more intelligently and pointedly, with fewer instances of failure and unintended negative outcome.

Finally, the proposal outlined four major objectives. We quote the discussion of each:

---

1. Description of empirical stages in the social-architectural process.

We wish to examine in detail just how social designing and building occurs in the special case of new schools. We intend to examine just what designing assumptions planners make, and which design decisions are (1) made without awareness, by default; (2) let slide, treated as un-

important; (3) made explicitly, with clarity about desired consequences. Here we want to deepen and extend the thoughtful conceptualizations begun by Perlmutter (1965) and Sarason (1972).

In tracking the design and building process, we will naturally also consider (a) how well design decisions are implemented; (b) what the consequences (both intended and unintended) of decision implementation appear to be. Noble designs may fail because they are poorly executed; a sketchy design may succeed because of inspired and unforeseen actions by administrators, teachers, and consultants who are involved in the "building" process.

2. Assessment of success of innovative intent.

The objective is to evaluate the degree to which the "steady state" functioning of each new school is congruent with the innovative aims originally projected by its planners. Here too, unintended results (both positive and negative) will be relevant.

3. Study of linkages between stages of the social-architectural process.

Here the study will trace the consequences of social-system designing activities as they appear in the recruitment and start-up phases of the new school, and during later operations. What correspondences, incompatibilities, and discontinuities seem evident? What explains the discrepancies between intended structures, and their hoped-for functioning--and the actual structures and processes which emerge? Essentially, given the social-psychological state of the school viewed as a system, we wish to establish via predictive and "trace-back" operations just how things came to be as they are.

At a second-order level, we wish to examine the adaptive, self-renewing, self-corrective capabilities of new schools: What responses to unforeseen problems, unwanted outcomes during the start-up and early operating phases appear? Sarason (1972) speaks of the myth of a "conflict-free future" which often attends the birth of new settings; how do system members cope when the inevitable conflict appears?

4. Study of the consequences of self-conscious efforts to aid school design and start-up.

How can the design-to-operation sequences described above be facilitated most productively? We wish to analyze the operations involved when those responsible for designing and starting a new school utilize consulting help, particularly help in the social design process. We believe that examining successful and unsuccessful styles and approaches to consultation with those involved in the creation of new school settings is essential. Some empirical evidence has already been collected in this domain (cf. the successful consultation reported by Fosmire et al., 1971); much more is needed.

These objectives, and the "additions to knowledge" were retained throughout the study. Some changes occurred. First, the quantitative analyses of survey data received less emphasis than we had expected; the qualitative analysis of the flow of events proved far more illuminative. Second, we realized after a year's work that the "set of working guidelines" needed to be expanded into a more comprehensive collection of "learning materials" that would be more directly helpful to those planning new schools. Finally, the study of the behavior of consultants aiding new-school planning and implementation received less attention than we had expected, primarily because our sites chose to use little or no consulting help.

Project Activities

The proposal projected a three-year time line. It received support beginning in August of 1974 through the grants competition sponsored by the Group on School Capacity for Problem-Solving, NIE, and from Teacher Corps.[1] Counting final data analysis and writing, the project covered a 4½-year period.

During that period, the primary data collection sites were three elementary and three secondary schools, whose planning and early implementation we observed closely for periods of two to three years. Documents, interviews and questionnaires also provided data. The products of the study appear in this Final Report: they include the research methods and instruments (Chapter 5); five book-length case studies (Chapters 6 through 9, Part III); conclusions across the sites (Part IV); and a set of four planning guides for persons creating new schools (Part V).

The simplest way to describe project activities involves discussing each of several "strands" over the life of the project. The two strands discussed in the remainder of this chapter are (a) organization and staffing; and (b) reporting and dissemination. Chapter 5 on research methods, just following, discusses six additional strands:

1. Retrieval of prior research and new-school planning experience.
2. Acquisition of research sites.
3. Conceptualization.
4. Instrument development.
5. Site data collection.
6. Data analysis.

---

1) Total funds from NIE for the study proper were $282,888, with additional dissemination funds of $15,975. Total support from Teachers Corps was $110,406. An additional Teacher Corps contract to produce learning materials for Teacher Corps project directors totaled $25,205 during 1977-78.

For simplicity, these will be discussed one by one: the reader needs to keep in mind that all eight strands were naturally influencing each other from month to month as the project proceeded.

We will stoutly resist the temptation to write a retrospective ethnography of the project, as attractive as that might be. Rather, we will provide a historical sketch, to make our odyssey clear for those who are interested in similar areas of inquiry. Evaluative comments on the utility of what we did are sprinkled along the way, both to help the interested reader judge the confidence that can be placed in our findings, and to aid researchers who are struggling with similar problems.

Project Organization and Staffing

Most proposals make specific promises about what it will take to get the work done. Most project reports do not detail what it actually did take. We think it may be useful to do so here.

During the first project year (1974-75) Miles and Lake, who had developed the proposal together, decided to begin work at two centers, New York and Washington. The staff included Miles as principal investigator at two-thirds time; Lake as co-investigator (50%); four research assistants (Gold and Sullivan, full time; Denise Burch, Julie Quain, each half time); three part-time research associates (Wilder, Sieber, Bunty Ketcham); and a full and a half-time secretary (Ann Wechsler, Anita McCabe). We found the use of an "external critic" consultant (Peter Block) very useful in stocktaking halfway through the year.

The Washington area staff, headed by Lake, expected to study several sites in that region, and carried out active retrieval, site acquisition, conceptualization and instrument development activities as described in Chapter 5. However, by May of 1975, because of the problems of coordination and communication, and other calls on Lake's time, a decision was made to discontinue the Washington office and centralize project activities in New York.

The most frequent organizational problems noted in the first year were: overload; uncertainty about a complex and novel research task; coordination and communication between the two centers; and the extra energy required for collegial decision-making.

During 1975-76, the principal investigator was 70%; there were three full-time research assistants (Sullivan, Gold, Kironde); a full-time secretary (Ann Wechsler); part-time coding and clerical personnel (Jolene Vrchota, Tom Cook, Joan Charles); part-time research associates (Sieber, Wilder); and a visiting research associate (Rein van der Vegt), who served for six weeks as consultant and colleague on both organizational and substantive issues.

The organizational problems noted during this year were similar to those in the first: overload; the centrality of the principal investigator, coupled with what our external consultant called "the myth of equality" in weekly staff meetings; and the conflict between personal wishes for learning and project demands.

During 1976-77, the third project year, the principal investigator was 70%. The part-time research associates (Sieber, Wilder) continued, as did the visiting research associate (Rein van der Vegt). Sullivan and Gold continued as full-time research assistants, but Kironde shifted to half time, then resigned in mid-year. This, along with the increasing demands of case write-up, necessitated the addition of part-time field workers (Alaka Wali, Robin Geller, Dan Lauffer, Wynne Galanter) at two sites. There was a full-time secretary (Gay Gaskins), plus occasional part-time transcription and clerical assistance. A full-time materials developer (Beverly Loy Taylor) began work on learning materials.

The organizational problems noted during this year centered mostly around the problems of closing down field work while developing a coherent conceptual framework and writing the case studies of each site, all without enough time. Serious delay in case study production occurred.

During 1977-78, unexpended NIE funds, plus the addition of new Teacher Corps support in a special contract for materials development, allowed the principal investigator to work at about one-third time. The materials developer (Taylor) was about one-third time; a research assistant (Sullivan) was 50%; Sieber and Wilder continued as reduced part-time research associates; there was a half-time secretary (Gaskins).

The organization functioned primarily in a dispersed mode during this year, with main emphasis on writing case studies, and preparing/revising drafts of the learning materials.

During the summer, fall and early winter of 1978, project funds, except for those needed for the mechanics of Final Report production, were almost fully expended. The principal investigator spent about two-thirds time on final editing and writing; Taylor at about ½ time completed the learning materials. Sullivan completed final writing and editing of the Arts Co-op case; brief writing tasks were also carried out by Sieber, Wilder and Gold. Part-time secretarial help (Evelyn Ledyard, Audrey McGhie, Judy Woolcock) was used for Final Report production.

Comments. The pervasive strains in the project seemed to center mostly on problems of work load and time pressure (another way of saying that project hopes and activities were quite ambitious), and on decision-making. Miles wished to run the project collaboratively; the staff spent much time in joint decision-making (some of it resented as too time-consuming). But he remained relatively central. Even so, his reluctance to issue arbitrary orders meant that the case study production lagged until far too late in the project. Taylor took complete responsibility for the learning materials. But Miles was saddled with the great majority of the writing and editing for the rest of the Final Report after funds were exhausted.

Projects of this sort are basically dependent on the energy and commitment of field workers, which cannot be commanded. Thus a collegial organization was the natural choice. But it had serious difficulties as the analysis and writing developed, not least because the field workers had little writing experience. At the minimum, a decision mechanism using project director decisions as a fall-back when consensus could not be reached would have been helpful. More directly, an explicit division of labor between senior analysts and junior data collectors (as occurred productively in the Westgate study) would probably have been desirable. A more basic solution would have been to design the study from the start as undertaken by a group of senior colleagues who did the field work themselves.

The use of marginal project associates/consultants was, in general, very helpful. One was explicitly process-facilitative (Block); one primarily substantive (Sieber); and two a mixture (Wilder, van der Vegt). Part-timers worked most productively when they were available for a limited, concentrated time block, or were given a specific, focused task.

Dissemination

In the first year and a half of the project, our dissemination efforts were fairly standard: we described our work at colloquia and a large meeting of other NIE projects; we read papers to the 1975 AERA meetings (a mode we continued each spring through the life of the project); submitted papers for publication; developed a mailing list of interested colleagues, generated a brief hand-out describing our work, and so on.

But it was clear we needed to be more inventive about dissemination.. The concept of "learning materials" began emerging: we believed that we should be producing direct aids for planners and implementers of new schools, based on our site data. The materials should, we felt, engage their users experientially in the process of learning about what they were doing.

In June of 1976 we held a work conference (described in Chapter 5) to identify the basic learning needs the materials should address, and started the hiring process for a materials developer. During the 1976-77 school year, Beverly Loy Taylor began the process of reviewing our field data, and the user need information to generate the "curriculum" the materials would address. In November, 1976 we held an "invention" conference, where our staff, consultants, planners and others worked to generate creative learning designs that might address the identified needs. Working drafts of the learning materials were developed during the spring of 1977; revision of them occurred during 1977-78. (During this period we were also producing a substantially-adapted set of the materials aimed specifically at the needs of Teacher Corps project directors for project planning and implementation skills (Taylor, Sullivan and Dollar, 1978).

The drafts of the new-schools planning guides went through user critique and final revision, and appear in final form in Part V of this Final Report.

Comments. We heartily recommend the presence of a built-in dissemination staff member as an integral part of any project of this sort. If anything, Taylor's work would have been easier (and even more useful to the project) had she been on board in the second rather than the third year. When a staff contains an advocate for dissemination, who is expected to produce specific products, it has a very useful focusing effect on conceptualization and data collection.

The three work conferences (on consulting for new systems user needs and learning design invention) were relatively inexpensive of time and money, and extremely helpful in focusing ideas, and suggesting next dissemination-planning steps. They also brought us face to face with an extended colleague group with interest in what we were doing.

Chapter 5

RESEARCH METHODS

Matthew B. Miles

This chapter discusses six major strands of research activity in the project: retrieval of prior research and practice; site acquisition; conceptualization; instrument development; data collection; and data analysis. As before, the reader needs to keep in mind that the strands were developing simultaneously and interactively. Evaluative comments are included as we proceed.

Retrieval of Prior Research and Experience

We began in August of 1974 by "snowball sampling" a collection of 66 schools in the northeastern U.S. which had recently opened, and might be useful as candidates for retrospective study. The same procedure was used to collect a list of 59 planners and consultants who could be interviewed about their experience in planning and implementing new schools.[2)]

By December of 1974, we had visited a total of eight new schools which had opened since 1971; they ranged from a small "school within a school" program to a large educational park and several urban and suburban alternative schools. A semi-structured interview guide (see Appendix A.1) was used, and short case summaries were produced for each site. The aim was to get us into realistic working contact with what new-school creation looked like, at least as seen retrospectively.

Similarly, we interviewed 11 consultants, using the interview guide shown in Appendix A.2. We reasoned that retrieving repeated planning and implementation experience would be economical and illuminating. Both these retrieval methods were quite fruitful. They not only exposed us to the phenomena we were interested in rather quickly and easily, but required us to begin building a conceptual frame for the study.

We also did two more intensive retrospective case studies, one (in January of 1975) of Open City, an urban alternative school, and the

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2) See Miles and Lake (1975) for a full description of the methods and results of this process.

other (summer 1975) of Mark Twain School, an experimental school for emotionally disabled children (Ketcham, Lake, 1975). These cases were a good rehearsal for later field work, and for case study production.

Finally, we carried out the usual library retrieval of past work in new-schools creation, and requested copies of current papers (e.g., those presented at the American Educational Research Association meetings), storing these resources in a keyword-retrieval system. An additional literature search in areas ranging from group functioning to organizational design was also carried out during the preparation of learning materials (Part V of this Final Report).

Acquisition of Research Sites

Our snowball sampling technique also led to a pool of 58 "new site" possibilities from whom we collected preliminary information by telephone (see Appendix B.1 for "possibility" record form). We expected to form close collaborative relationships with a total of six such sites; by December of 1974 visits and discussion had generated preliminary approval on four schools, which would open for students in the fall of 1975.

For each site where entry discussions were seriously carried out, we provided a draft of a sample "contract" specifying the rights and responsibilities of each party--ourselves and the school and district. These were mutually revised prior to final agreement. A typical copy appears in Appendix B.2.

Because we wished to study the behavior of consultants, and because we reasoned that "success" stories would be more useful to future planners, we offered matching funds for consultants to aid the creation of the new schools in the sites we were planning to study. Our contracts described this arrangement. We recruited a general pool of 17 consultants with diverse skills (organization development, school planning, industrial plant start-up) when we promised to match with needs as they emerged in the sites. Consultants were oriented in a short conference in February of 1975. See Appendix B.3 for a brief consultant role description.

By the spring of 1975 it was clear we should add some 1976-opening sites to provide a longer pre-opening time line. In addition, one promising site in a new town had withdrawn, and in June we stopped studying a three-school complex in a suburban D.C. setting because of our decision to discontinue the project's work in that region.

Site acquisition work continued, and by fall 1975 our final six sites were all on board. The earliest (Lincoln Acres) had signed an agreement in December of 1974; the latest (Westgate) did so in September of 1975.

Site acquisition was not a rapid or simple process. We wanted to locate genuinely innovative schools, to have both elementary and secondary levels in urban and suburban settings, and to be assured of full access to planning and implementation processes. The schools needed to

be sure that our presence would not be disturbing--and, if possible, would be helpful. Two promising sites fell through when it appeared that administrators felt nervous and vulnerable because of our potential presence.

The six finally-acquired sites included:[3)]

Westgate Schools #2 and #3: two open-space elementary schools in a suburban district.

Lincoln Acres: an open-space elementary school in a suburban district.

College High School: a campus-based school uniting the resources of a college and the Lakeport urban school district. (This site never opened for students.)

Appelbaum High School: an experimental high school for business careers, also in Lakeport.

Arts Co-op: an experimental half-day arts program for students from one urban and six suburban school districts.

Part III of this Final Report contains the complete case studies of each of these sites, in Chapters 6 through 9.

Conceptualization

Qualitatively-oriented field work, also labelled "ethnography" was our primary means of data collection. Ethnographic methods are more and more, even faddishly, being used in educational research, for several reasons:

1. They provide rich, real, earthy, "how it is," "how it really works" data.
2. They show the detailed flow of events over time; even multi-wave surveys cannot do this.
3. They do not suffer from retrospective distortion of the sort you get in surveys, or in interviews, particularly when you are asking for historical material. Things get tracked as they happen.
4. They look easy, simpler than making up complex quantitative measures.
5. They allow for serendipitous findings to emerge; they are not locked in to a hypothetico-deductive framework.

But the problems of qualitative field work are not minor; we, like other educational researchers, have had to learn a good deal through arduous experience. Here we review that experience and our learnings.

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3) Pseudonyms for schools, districts, and individuals are used throughout our report.

Beginning with Glaser and Strauss (1967), much has been written about "grounded theory," involving "being open to what the site has to tell us," and slowly evolving a coherent framework rather than "imposing" one from the start. But the need to develop grounded theory usually exists in a good deal of tension with the need for clarity and focus, and research projects which pretend that they come to the study with no assumptions usually encounter a great deal of difficulty. We believed--and still do--that a working frame needs to be in place near the beginning of field work. Of course it will change. The risk is not that of "imposing" a self-blinding framework, as some field researchers continue to insist. The risk is that an incoherent, bulky, irrelevant, meaningless set of observations is produced, which no one can (or even wants to) make sense out of. Thus, we opted for the strategy of developing explicit preliminary frameworks quite early; even so, we revised them repeatedly over the life of the project.

The history of our effort to develop a coherent conceptual framework for the project[4] began with a series of "concept papers" developed by staff members on such topics as school-community relationships, consulting behavior, leader and core group member behavior, political processes in new-school development, alternative planning models, and social architecture generally. The co-investigators (Miles and Lake) developed a preliminary general framework in December of 1974 (Appendix A, Chapter 3) which guided plans for data collection (see below). A July, 1975 paper on knowledge utilization by Sieber added more ideas.

Beginning in the fall of 1975, we revised and extended the general framework through several means: a work conference on problems of consultation in new systems, to which many of our consultant pool members came; a series of staff seminars built around the earlier concept paper topics; the production of several papers for the 1976 AERA meetings (Miles, 1976; Gold, 1976); Sullivan and Kironde, 1976; Sieber, 1976; Wilder, 1976). The need to specify a clear set of "system-state" variables underlying the comprehensive survey instruments we were then developing for use in our Lincoln Acres and Appelbaum sites, where students had arrived and school was in full swing, also clarified our ideas considerably. And, as Chapter 3 shows clearly, the demands of ongoing field work also forced us to simplify, select, and collapse a very large collection of categories into a more focused, winnowed-down and coherent set of variables. (See also Appendices C.5, C.6, and C.7.)

We found that comparative perspective helps a great deal. When field workers are in more than one site (as was the case for us), and when they participate in comparing and analyzing data and reports from more than one site, it illuminates and clarifies conceptual issues. Without this, field workers tend to go quite idiosyncratic, even with a supposedly common framework. It also helped us to have other field workers and staff members visit sites from time to time, so common language and concepts got developed, and idiosyncratic bias surfaced. For example, a field worker who was very much impressed with the problem-solving

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4) See also the discussion in Part I, Chapter 3, where the framework is presented.

and planning capacities of a key planner in our study was shocked to hear from a visitor who had attended the same planning meeting she did, how terribly passive the other committee members were. The key planner was "doing it all"--but the primary field worker had already learned not to notice this.

Our efforts to develop a clear set of concepts were also aided by a "user need" conference held in June of 1976, where we brought together people from our sites, consultants, and other interested parties to discuss the problems of planning and implementation in new schools, and to generate a set of "learning needs" around which our projected learning materials would be developed. During 1976-77, the ongoing work of our materials developer, Beverly Loy Taylor, also did a great deal to help us question, rethink and simplify our ideas.

Finally, during the fall and winter of 1976-77, we worked on the development of general "propositions" about new-school planning and implementation, and Miles generated a large "flow model" integrating many of these. Then he wrote a draft of a general framework paper (March 1977; redrafted July 1977) which appears as Chapter 3, Part I.

The important thing to note is that conceptual development occurred almost continuously for the first three years of the project; not until the production of case studies began in the spring of 1977 was there a firm stabilization. The process was arduous and often anxious, but increasingly productive, informed as it was by the events in our sites and what we were learning from them.

Instrument Development

The methods we used to elicit (and store) data from our six schools also evolved fairly steadily from December of 1974 through March of 1976. The following items were developed during the early winter of 1974-75:

1. A retrospective interview guide for assessing what had happened in a site prior to our arrival (Appendix C.1).

2. A brief questionnaire to tap planners' espoused goals for the school they were creating (Appendix C.2).

3. A document summary form to log in particular documents retrieved from the sites (Appendix C.3).

4. A short post-meeting reaction form to be used after specific planning sessions (drafted, but not used, as it turned out).

5. A preliminary draft of how field observations would be (a) carried out; (b) recorded; (c) coded and stored.

The interview questionnaire forms were relatively straightforward, but as we explain in Chapter 3, the field methods procedures underwent steady revision. Versions II and III appeared in April and June of 1975; Version IV in August and a final Version V in December (see Appendix C.4). The process was first one of steady expansion to more and more observation categories, then one of consolidation, abstraction and simplification.

In October and November of 1975, faced with schools that had opened for students, we developed, pretested, and revised the first versions of comprehensive "system-state" surveys, aimed at assessing what the sites were like as functioning social systems. At Appelbaum, this involved separate forms (pre-coded for key punching) for faculty, students, and parents; at Lincoln Acres, an elementary school, we designed instruments for only faculty and parents. We scanned a substantial number of prior survey instruments, used a few directly, adapted others, and wrote a great many brand new items.

Similar questionnaires were developed for Westgate parents and faculty in the fall of 1976, and for Arts Coop faculty and students in the spring of 1977. Copies of typical faculty, student and parent survey instruments appear in Appendices C.8.[5)]

The Lincoln Acres and Appelbaum sites each had two additional waves of data, and the Westgate one additional. Later waves were usually somewhat revised and adapted to take advantage of site-specific events. When we add to these revision needs the fact that although there was a common core of items across all sites, each site had a number of items that were idiosyncratic, it is clear just how much quantitative instrument development work was involved--along with the heavy revision of the field work observation and recording methods. At this distance it seem surprising that we had any time at all left for actual data collection.

Finally, an interview guide to retrieve data on how the consulting process had gone in sites, used with both clients and consultants, was developed in November of 1976 (Appendices C.9).

In general, we note that the commitment to steady updating and revision of the field work methods, and the decision to hand-tailor and revise quantitative instruments for each site, took a very large toll in work time. In retrospect, the former was more justifiable. The extra work on the survey instruments was in large part driven by field workers' insistence that particular sites had particular, idiosyncratic issues that deserved measurement--and that some survey items from other sites did not apply. It probably would have been far more economical to decide on a standard instrument with only a few specialized additions.

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5) We omit other copies of the survey instruments for space economy, but will happily offer them for other researchers' use on request.

Data Collection

Each field worker had a primary site, where he or she had main responsibility, and a secondary site, shared with another worker. In spite of everything else workers were doing (from conceptualization to instrument development to sharing in project planning), they usually managed to visit their sites weekly for a half or full day, and often made an additional phone call as well. They took running notes of their observations, and either typed them up directly, or dictated an account, which we labelled a "write-up". (Later steps in data reduction and analysis are described in the following section.)

Survey data were collected successfully from the majority of faculty, and from the majority of sampled students and staff. Precise descriptions of the actual data base in each site are provided in the case studies of Part III.

We should note here some of the problems of time cost associated with the sort of field work we were doing. There is no easy way to record data other than running notes. But raw notes ordinarily mean little or nothing to anyone other than the field worker and need to be converted into readable form. It takes almost as much time for a field worker to type up notes as the time of the original contact, even for a field worker who is also a good typist. Dictated write-ups, much the easier for the field worker, typically take a good transcriber a similar amount of time and longer. For example, an all-day contact usually resulted in 60-90 minutes of tape, which took the field worker 2-2½ hours to produce, and a secretary 6-8 hours to transcribe, and the field worker another hour to review and correct. These figures cannot be pushed down very much without (a) losing a great deal of the direct quotes, earthy data, etc. which make ethnographic data so useful; (b) introducing systematic inattention and biases in the interests of "simplicity."

It is not just that data recording and transformation to useful form take a lot of time; it's that such activities, since they are defined as essential, tend to drive out data reduction, analysis (see below) and conceptualization. Field workers characteristically ran late on write-ups. They ran even later on data reduction, coding and analysis. The thing that typically took priority was <u>being at the site</u>, so as not to "miss" something crucial that was happening. But the more such "crucial" events were attended, the further behind data transformation, reduction and coding fell. We usually had write-up backlogs of 2-3 contacts, and <u>coding</u> backlogs of anywhere from 15 to 30 contacts. Under these circumstances, data analysis becomes somewhat meaningless, and field workers get less and less interested in doing it. Instead of really understanding and thinking about the site, the field worker risks getting run by the site. And the richer and fuller the contacts with the site, the more reluctant the field worker is to miss a new and crucial site event.

Write-up delays can also cause problems in the quality of reported data: much is forgotten, oversimplified, or re-interpreted in the light of more recent contacts.

In addition to the ongoing field work and the surveys, we also collected data on planners' (and the faculty's) goals for the school, prior to school opening; retrospective interview data on the history of planning; and consultant and client interviews. These were much less labor-intensive, and very helpful.

Data collection ceased for practical purposes in our sites in the late winter of 1976-77 to the early summer of 1977.

Data Analysis

This section will be somewhat expanded in treatment. Qualitative data analysis, by the best of current standards, is a mysterious and half-formulated art. Thus we want to share quite fully our struggles with it, in the hope of being helpful to others.

Qualitative Data Reduction

How can write-ups be rendered less prolix, their main issues and themes extracted as field work goes forward? There is a strong need to establish meaning from the write-ups in a systematic way. It is a form of preliminary analysis, which serves to refine and iterate frameworks, suggest new leads, and make data more available for final write-up into case studies.

Our project used several methods. At the beginning, we developed an elaborate coding scheme with over a hundred categories; chunks of the write-up were coded by the field worker in the margins. As we got deeper into the sites, this scheme was elaborated into, finally, 202 categories, still with the marginal coding. Field workers (and even the specialist we hired to do coding) hated the job. It fell far behind.

The aim of the coding scheme was to permit systematic analysis "later." The chunks or excerpts from the coded write-ups were xeroxed and put onto 5 x 7 file cards. Thus it was possible to retrieve all the chunks (larger than "bits") which had been coded, say, under "leader behavior" or "planning style." (See Sieber (1976a) for suggestions on how this might be done.)

The number of categories and what had become the meaninglessness of the coding task led us to pulling our 202 categories into 26 major "themes"; the field worker gave a rating on each theme (high, medium, low, uncertain) and filled out two summary forms: a "Contact Summary Form" (Appendix D.1) and a "Decision Summary Form" (Appendix D.2) which pulled out key or salient points in the contact, coded them, and asked for hypotheses or explanations.

But this task too lagged farther and farther behind. Eventually we abandoned it. The cards were never used for analysis. We did decide that the intellectual work of adding, clarifying and eventually boiling down the coding scheme had helped us: we had developed a common language of concepts. But the actual technical aspects of the coding and their products were not used directly in analysis.

Experiments with Informal Data Analysis

Concerned about formulating clearer guidelines for qualitative data analysis, we also approached the problem empirically. One strategy was that of producing "site summaries." Some of these were the straightforward, mirror-like reports we fed back as part of our contracts with sites, which had a minimum of inference and analysis.[6] Others, for research staff use, were more interpretive, attempting to integrate what we thought we knew about each of our sites as of the summer of 1975 in reports that ran from 40 to 90 pages.

We also learned that a great deal of analysis was implicitly going on in the mind of the field worker. Each one developed a fairly rich set of working hypotheses about what was going on in his/her site, along with a fairly retrievable store of specific anecdotes and incidents supporting the hypotheses. But most of this stayed in their heads, unless evoked through direct interaction with colleagues. Without interaction, the hypotheses go unchallenged and usually untested, and the anecdotes remembered are only those in support of the hypotheses.

We developed the idea of site updates, which were regular addenda to the site summaries; the field worker ordinarily met with one other staff member to summarize recent developments and surface his or her interpretations of what was happening.

This mode was further extended to the site analysis meeting; here the primary field worker met every few weeks with the rest of the staff to review updates, identify major themes in the site, propose explanations, entertain alternative (or unpopular) explanations, and identify new data which needed to be collected. A copy of the site analysis meeting recording form appears in Appendix D.3.

Use of Quantitative Data

We also began to be preoccupied with how the survey data would be most effectively utilized. Drawing on Sieber's (1973) article which showed how both qualitative and quantitative data could be integrated in

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6) Usually only two or three such reports were made over a two-year period. Knowing that they had been agreed to in advance seemed useful in reducing site people's tendency to ask field workers for advice or evaluation. The reports themselves seemed to have little positive or negative effect, as far as we could see.

the service of deeper understanding, we developed a method called "goal-system state analysis," in which (1) selected core goals were extracted from questionnaire and field work data; (2) the survey and field work data were systematically examined for evidence that the goals had or had not been achieved (or, indeed, had been revised or set aside); (3) explanations were proposed. This method was applied to Appelbaum and Lincoln Acres data on a trial basis in July of 1976. It was not used in depth on other sites, but the basic idea did aid case study production.

We estimate that the quantitative data were underused--perhaps 10-15% of them found their way into the case studies. But a similar statement can be made about the qualitative data. Where both sorts of data were well hooked together--as in the Westgate case--the results do, we think, produce a far deeper understanding of the site than would the qualitative data alone--and a far, far deeper one than even several waves of survey data would have.

Formal Approaches to Qualitative Analysis

In the summer of 1976 we asked Sieber to summarize the state of the art as far as qualitative data analysis was concerned. He produced two working memos (1976a, 1976b), the latter a review of eight well-respected texts on field methods. Its conclusions are summarized below.

First, most of the texts either largely ignore the question, or devote at most 5-10% of their pages to it:

> Methodologists obviously prefer to spend more time on such matters as gaining access, interviewing, choosing informants, handling reciprocities, and so on, than on the intellectual work of analysis.

Second, analysis modes are not well tied to the purposes of field work. Third, though different analysis modes are sometimes described, there is rarely an indication of the conditions which might prompt their use. Finally, there is confusion and avoidance about problems of reliability and validity.

Sieber's memo goes on to extract what advice he could, including (1) the intertwining of analysis with ongoing observation; (2) the formulating of classes of phenomena, conceptualizing; (3) the identification of themes, including surprising events, and if-then hypotheses; (4) the provisional testing of hypotheses; and (5) assuring reliability and validity.

Following Sieber's work, Miles (Appendix D.4) developed a working list of "rules of thumb" for qualitative analysis, such as:

Given a generalization, make a prediction. What else would be true if this generalization were true? Then go look at the "else" to see if it is there or not.

If you have a reasonably firm generalization, look for a broader-level (or higher-level) concept that includes it. This may turn out to be an existing theme, or some new one.

Test a proposition by, e.g., looking at extreme cases--when everything else (L,M.N,O,P, all plausible causes of Z) is present, but only X is absent. If Z doesn't happen, then the case is strong for the causal power of X.

In spite of this effort to advance the state of the art of qualitative analysis, the best we are aware of,[7] there was little evidence that we (including Miles and Sieber) utilized it very directly or explicitly when we were doing our final case-writing.

In short: the state of the art of qualitative analysis is relatively feeble. While there are ways of avoiding self-delusion (notably by subjecting preliminary analyses to the criticism of others), the problem is that the guidelines for adducing generalizations, themes, propositions, and networks of propositions (the sequence followed in Sieber's (1976a) memo) are quite general.

There is an additional problem: the data base is so large and so difficult to get rapid access to, that another analyst cannot easily verify or disprove the analysis that has been produced. (For most of our sites, there were upwards of 2,000 pages of written-up field notes.)

Case Production

The actual process was essentially intuitive and primitive: as we have seen, the data cards were not used, and field workers and analysts (usually, but not always the same person) proceeded to read through the field writings, select data, and hang them on a chronologically-organized case outline derived from the general conceptual framework of the study. The outline had been developed in December of 1976 as the demands of case study production began looming closer and larger.

The time costs for case production were very substantial. We had expected to take six months, aided by the prior conceptualizing and outline development. In fact, the case study writing tailed out over 1½

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7) We make this comment not only because of Sieber's findings, but because meetings we held with other NIE-funded qualitative research project staffs (in April and June of 1976) suggested that others were not further advanced.

years, only partially because staff members were working part time. Case study production does not seem to be a wholly rational or manageable process. Though our outline called for cases of approximately 50 single-spaced pages, the actual length of four cases ranged from 89 to 269 pages. (The Lincoln Acres case had been projected to run substantially longer since it was also Gold's dissertation; it runs 394 pages.)

Some examples of actual work days: Sieber's first draft of the Appelbaum case, working from about 100 contacts, took 22 days. The Westgate case first draft by Miles, with about 150 contacts, took 45 days. Each case took another 15-20 days of revision, prior to final editing. So analysis is very labor-intensive.

First drafts of cases appeared at different times: Lincoln Acres and College High School by April of 1977; Appelbaum by September of 1977; Westgate by May of 1978; and Arts Coop by July of 1978. Revised drafts were circulated to key participants in the sites for correction and alternative-interpretive commentary (see below). Final drafts were prepared during the fall of 1978.

Feedback to Sites

Case production also tailed out because we had decided to give semi-final drafts to personnel from our sites, inviting them to correct errors of fact, and supply alternative interpretations to those we had made. We learned several things.

a. Even with pseudonyms, everyone in the case knows exactly who is who. There is no possibility of real anonymity inside the site. People do not realize this at the outset.

b. Some people (justifiably) feel vulnerable, as if their careers are in jeopardy. Often information not known to others is now fed into the system. The vulnerability is justified, because their jobs and careers may be affected.

c. There is much self-aggrandizing, and self-protective response. (In 3 of 5 sites, we were threatened with suit by one person or another.) In all our sites, there was "rewriting of history" by individuals to present themselves more favorably.

d. Cases usually required a more-than-modest amount of revision to take account of both the factual errors, and the defensive responses, and the genuinely alternative interpretations. The turn-around time for the whole process was usually a minimum of two months, and longer when, to deal with point (b), we started with the most vulnerable people (ex.: teachers) before proceeding to less vulnerable ones (principal, central office).

e. These problems are stronger and deeper the more the case uses the

> **unique aspects of ethnography (its richness, complexity, detail, serendipitousness). People almost never objected to a survey result (76% said X), but they almost always objected to direct quotes or characterizations of behavior that were specific and attributed to them, if they thought them unflattering or damaging.**

Precise details of the feedback process, and the substance of participants' comments (and how they improved/altered the analysis) are given in each case in Part III.

Cross-site Analysis

Presumably one of the major reasons for a multi-site study is that idiosyncratic aspects of the sites can be seen in perspective, and self-delusion about conclusions is less likely. The problem is that no well-developed set of methods for doing cross-site analysis exists.

A look at several recent efforts at cross-site analysis (Hyde, 1977; Herriott and Gross (1979); Miles, Fullan and Taylor, 1978) suggests only (a) that one should have a reasonably clear conceptual framework in mind; (b) that some form of cross-validation or checking of generalizations, using alternate data sources, is desirable. Beyond this, the methods used in these studies are simply not particularly explicit, though the results sound plausible and fruitful.

In this case, we proceeded primitively, by focusing on a series of domains drawn from our general conceptual framework, and reviewing the case studies--particularly the analysis sections--for themes and generalizations that seemed plausible. But we retain the sense that even less is known about cross-site analysis than about the analysis of a single case.

Concluding Comments

We originally considered writing an article on our methodological adventures called "The bureaucratization of field work." That characterization is not far from the mark. Given multiple sites from which we were trying to make common generalizations, the traditional model of the lone field worker, accountable only to the data and his/her discipline, is no longer applicable. Instead, a project such as ours is faced with problems of systematizing, coordinating, regularizing the work of observation, recording and analysis.

Our field workers, like isolated field workers, tended to become more and more "the authorities" on "their" sites--and as we have remarked, more and more driven by them, absorbed in them. And though they shared in the quest for a common intellectual framework, they were often the first to protest that their site was in some important respects unique.

Under these circumstances, it is not surprising that the project director's demands and plans for systematic coding and ongoing analysis were resisted in large part, and were eventually abandoned. Since the outcomes of the project rested very centrally on the continued good quality of data collected by field workers, the project director felt he could not afford to alienate field workers by continuing to press demands they were unwilling to meet. (There is an alternative explanation, a gloomier one, that the analysis of qualitative data is and must remain an unformulated art. The fact that Miles and Sieber did not use even the partial pool of data cards that was available for some sites, and by and large did not follow the rationally-derived "rules of thumb" is some evidence for this view. But the social psychology of the project was certainly strongly in play, and seems as important an explanation.)

We might note also that the characteristics that make for a good field worker (trustworthiness, reasonably bias-free observation, systematic obsessiveness, patience, willingness to watch rather than intervene, self-awareness, etc.) are not necessarily the characteristics that make for a good analyst and writer. Sullivan and Gold, who were closest to their sites and very capable as field workers, produced the longest case studies, not only because they were so thorough and so immersed in the phenomena they had watched, but because they were inexperienced writers whose work required much editing. Sieber, furthest from the sites, and with long experience in analysis and writing, produced the briefest and crispest results.

An alternate mode suggested by Sieber (but rejected early in the project on egalitarian grounds) would be to have field workers concentrate wholly on basic data collection, without being responsible for coding. That would be carried out selectively by a central staff of coders, working from the project's conceptual framework, and using field workers' dictated tapes to produce key episodes. Senior analysts would work from those coded excerpts. As we noted earlier, a more explicitly-hierarchical organization might well have coped more effectively with the ongoing problem of making sense of site events, and with the problems of analysis.

So, can multiple-site field work--the bureaucratized version of traditional ethnography--be successfully managed? Our answer is a qualified yes. In spite of the difficulties we have noted, we have a good deal of confidence in the quality of the case studies we produced, because of the range of data we collected, our collaboration in analysis and writing and, not least, because of the verification supplied by site personnel. And, giving attention to the lessons we have tried to make explicit along the way, we believe that more-than-incremental improvement would be possible.

Was the project fun, challenging, worthwhile, growth-producing, satisfying to its members? Yes to all of these, though we sometimes complained that the fun got eclipsed by the challenge. Would we do it again? Yes.

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APPENDIX A.1

Version 2

OLD SITE VISIT

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Interviewer_____ Date_____ Time_____

Site:_____ Person interviewed_____ Position_____

I'm from the Center for Policy Research in New York.
We are carrying out a study of how people plan and set up innovative schools, funded by the National Institute of Education. We want to understand how that process really works---its successes and failures. We hope our results will be useful to anyone starting an innovative school in the future.
The information you provide us is fully confidential. No names or school-identifying information will appear in our research report.

Any questions I can answer? (Record them, and responses given.)

OK if I tape-record this?

(for 1st respondent)

1. Verify the information on OLD SITE POSSIBILITY form in regard to:

   Building
   No. of students
   No. of faculty
   Grades included
   Date school opened
   Date planning began

2a. Who was involved in planning for the new school? (ask about consultants if not mentioned)

2b. Can you give me a rough idea of the size and scope of the planning effort?

3. Can you describe the course of events during planning?

Continued___

(Course of events during planning, cont'd.)

3a. (IF NOT SPECIFIED) Did the planners have a clear picture of the needs and goals of the new school in their minds? What was it?

How much ownership, commitment to these goals would you say planners had?

3b. (IF NOT SPECIFIED) What constraints were the planners working within--what were the "givens"?

3c. (IF NOT SPECIFIED) What would you say were the main characteristics the planners wanted the school to have? What was their "blueprint" like?

3d (IF NOT SPECIFIED) How were personnel recruited?

3e.(IF NOT SPECIFIED) Were there any orientation or training events before school opened? Please describe.

3f. During a planning process, there are usually dilemmas, conflicts, and unsolved issues of various kinds. What do you recall as the main dilemmas or issues that were present?

How were these issues usually dealt with?

3g. We are interested in the various topics which people discussed during the planning period. For each of the topics(I'll read you a list), could you tell me whether it was not discussed at all, it was discussed a little, it was discussed a fair amount, or it was discussed a great deal ?

	Not at all	Little	Fair amt.	Great deal	DK
1. The types of students to be in the school.	___	___	___	___	___
2. The types of teachers for the school.	___	___	___	___	___
3. The general goals of the school.	___	___	___	___	___
4. The values and philosophy of the school.	___	___	___	___	___
5. Specific objectives of the school.	___	___	___	___	___
6. The budget.	___	___	___	___	___
7. The organization chart.	___	___	___	___	___
8. Decision-making methods in the school.	___	___	___	___	___
9. The role of the principal or leader.	___	___	___	___	___
10. The role of the teacher. 29	___	___	___	___	___

	Not at all	Little	Fair amt.	Great deal	DK
11. The role of the student.	—	—	—	—	—
12. How time will be used in the school.	—	—	—	—	—
13. How space will be used.	—	—	—	—	—
14. Materials that will be used.	—	—	—	—	—
15. Equipment that will be used.	—	—	—	—	—
16. Teaching methods that will be used.	—	—	—	—	—
17. The climate of the school, what it will be like	—	—	—	—	—
18. The reward system for teachers.	—	—	—	—	—
19. Grading for students.	—	—	—	—	—
20. Communication in the school.	—	—	—	—	—
21. Interpersonal relations in the school	—	—	—	—	—
22. Friendship patterns in the school	—	—	—	—	—
23. Status patterns, prestige in the school.	—	—	—	—	—
24. Ways of handling conflict in the school.	—	—	—	—	—
25. The morale of teachers in the school.	—	—	—	—	—
26. Leadership in the school.	—	—	—	—	—
27. Control in the school.	—	—	—	—	—
28. Coordination of activities in the school.	—	—	—	—	—
29. Supervision of teachers.	—	—	—	—	—
30. Methods for school self-analysis	—	—	—	—	—
31. Methods for school renewal	—	—	—	—	—
32. Methods for personal growth and development.	—	—	—	—	—
33. Relationship with the school district.	—	—	—	—	—
34. Relationship with other schools.	—	—	—	—	—
35. Relationship with parents.	—	—	—	—	—
36. Relationship with community, citizens	—	—	—	—	—
37. Relationship with outside educational world.	—	—	—	—	—
38. The results or output of the school.	—	—	—	—	—
39. How the school should be evaluated.	—	—	—	—	—

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Were there any other topics which were discussed a lot?

3h. You've told me that certain topics were discussed a great deal. (GO BACK AND READ OFF TOPICS) Could you tell me a little more about why they were discussed a great deal?

(do not conduct item-by-item inquiry, but locate main areas of concern)

4a. So far we've been discussing the planning period. Can you describe for me now what happened when the school opened, started up ?

4b. Was there a point when it felt as if things had settled down into their right shape, were working reasonably well? When?

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5a What sorts of changes and adjustments took place during the first year? Why did these take place?

b. The second year? Why did these take place?

6. Thinking of the original hopes, and the way the school has worked out, what are the biggest differences between hopes and reality?

b. Why do you think these occurred?

6c. Was there anything that happened with the new school which you hadn't particularly expected or anticipated? It might be good or bad.

Why do you think this occurred?

7. Which planning hopes seem to have turned out particularly well?

b. Why do you think it turned out that way?

8. (IF CONSULTANTS WERE USED) Could you comment briefly on ways in which consultants were particularly helpful to you---what they did?

And were there any ways they were <u>not</u> helpful?

9. If you had it to do all over again, what would you do differently?

10. Anything else I haven't asked you that would help us understand how things went?

11. Who else would you recommend that I talk to to understand how the planning and development of this school went?

Name	Position	Phone	Address

12. Are there any reports or documents that you think would be especially useful in understanding how things went?

b. How can I get a copy?

12. As part of our study, we are interviewing many different kinds of people, and visiting many schools. Do you have any suggestions for us?

a. Other innovative schools which have opened up since 1971: (USE OLD SITE POSSIBILITY form , put school names here.)

b. People you know of who have been in on the planning of several different innovative schools: (USE PLANNER POSSIBILITY form, put planner names here).

c. Innovative schools you know of in the New York or Washington area which are still in the planning stages, and will open for students in the fall of 1975: (USE NEW SITE POSSIBILITY form, put school names here)

MANY THANKS FOR YOUR HELP.

Interviewer notes, comments, reflections:

DO THIS IMMEDIATELY IF POSSIBLE If not, time done_____

APPENDIX A.2

PLANNER INTERVIEW

Interviewer_____ Date_____ Time_____

Planner Name _____ Position_____

Phone_____ Address_____

I'm from the Center for Policy Research in New York.
We are carrying out a study of how people plan and set up innovative schools, funded by the National Institute of Education. We want to understand how that process really works--its successes and failures. We hope our results will be useful to anyone starting an innovative school in the future.
The information you provide us is fully confidential. No names or identifying information will appear in our research report.

Any questions I can answer? (Record them, and responses given.)

OK if I tape-record this?

1. The emphasis in our study is on program and organizational planning, not physical planning alone. About how many innovative schools, of what type, would you say you have had a hand in planning?

2. For how many of these planning efforts did you remain in contact with the school for the first year of its life--after it opened for students?

3. What role did you usually play—in what capacity did you aid planning?

4. Would you please think of one of the innovative schools which you helped to plan, and followed through with for the first year or so ? I would like an overview of the planning process.

a. First, what was the school involved?

b. When did planning begin?

c. And when did the school open for students?

d. Who was involved in the planning process?

e. Can you give me a rough idea of the size and scope of the planning effort?

f. Can you describe the course of events during planning?

g. (IF NOT SPECIFIED) Did the planners have a clear picture of the needs and goals of the new school in their minds? What was it?

h. (IF NOT SPECIFIED) What constraints were the planners working within—what were the "givens" ?

i. (IF NOT SPECIFIED) What would you say were the main characteristics the planners wanted the school to have? What was their "blueprint" like?

j. (IF NOT SPECIFIED) How were personnel recruited?

k. (IF NOT SPECIFIED) Were there any orientation or training events before school opened? Please describe.

1. During a planning process, there are usually dilemmas, conflicts, and unsolved issues of various kinds. What do you recall as the main dilemmas or issues that were present?

5a. So far we've been discussing the planning period. Can you describe for me now what happened when the school opened, started up?

5b. Was there a point when it felt as if things has settled down into their right shape, were working reasonably well? When?

6a. What sorts of changes and adjustments took place during the first year? Why did these take place?

6b. The second year? Why did these take place?

7a. Thinking of the original hopes, and the way the school has worked out, what are the biggest differences between hope and reality?

7b. Why do you think these occurred?

7c. Was there anything that happened with the new school which you hadn't particularly expected or anticipated? It might be good or bad.

Why do you think this occurred?

8. Which planning hopes seemed to have turned out particularly well?

8b. Why do you think it turned out that way?

9. If you had this case to do all over again, what would you do differently?

10. In what ways is this case typical of the planning experiences you have had?

And in what ways is it <u>not</u> typical?

11. Typically, who has been involved in most of the new-school planning with which you have been connected?

12. As you think over your experience in planning, what would you say your "rules of thumb" are---principles which guide your work?

13. If you had to put your finger on the factors which make for success or failure in planning and developing innovative schools, what would you say?

a. What factors make for success?

b. What factors are likely to make for failure?

14. In most areas of life, people tend to make repeated mistakes. As you think over the planning operations you have been involved with, what mistakes have you noticed that people --yourself or others--seem to make repeatedly?

15. What else would you like to say that would help us understand your view of the planning and development process in new schools?

16a. Later in this project we will be observing the planning processes in several innovative schools scheduled to open for students in the fall of 1975. If you were in our shoes---wanting to understand as much as possible about how the planning and development of innovative schools take place---what would be your criteria for picking schools?

16b. What are some innovative schools you know of in the New York or Washington area which are still in the planning process, and will open for students in the fall of 1975? (USE NEW SITE POSSIBILITY form, put school names here)

17. Can you suggest individuals, who, like youtself, have been in on the planning of several different innovative schools? (Use PLANNER POSSIBILITY form, put names here)

18. What innovative schools do you know of which have opened up since 1971, and which would be especially useful for us to visit? (Use OLD SITE POSSIBILITY form, put school names here)

MANY THANKS FOR YOUR HELP

Planner Interview---7

Interviewer notes, comments, reflections:

DO THIS IMMEDIATELY IF POSSIBLE If not, time done:_____

Appendix B.1

NEW SITE POSSIBILITY
(Opening Fall 75)

FILLED IN BY: _____
Date: _____

School name _____

District name _____

Driving time _____ from _____

Nature of community _____

No. bldgs. in dist. ___ EL ___ JHS Middle ___ HS

Building: Old Renovated New

No. of students ___ No. of fac. _____

Type: Elem Middle JHS SHS

Grades included: _____

When did planning begin? _____

Suggested by: Name & Position | Phone | Address

_____ _____ _____

_____ _____ _____

_____ _____ _____

Contact persons at site:
Name and Position | Phone | Address

_____ _____ _____

_____ _____ _____

_____ _____ _____

(* by those who supply preliminary phone information)

Brief sketch of innovative aspects of school: CONTINUE ON REVERSE IF NEEDED

How much innovative commitment (hope, vision) do you detect?

Is there a problem or need in the local district for which the school will be a solution? What?

Size and scope of planning effort currently expected:
Who is/will be involved?

What is the range of design ideas which are being, or willbe considered? (relatively limited, focused, or wide open, comprehensive, few holds barred)

Approx. salaries committed for planning: $ _____ Other: $ _____
Are planners open to a visit from us? _____

Would collaboration with our project in principle be possible? _____
(We observe and document planning and development of school; matching consulting funds available for planning assistance)

What other important changes are going on in the district?

THIS SITE VISITED BY _____ Date _____

Appendix B.2

CENTER FOR POLICY RESEARCH, INC.
475 RIVERSIDE DRIVE
NEW YORK, N. Y. 10027
(212) 870-2180

October 1, 1975

Dr. John Manganaro
Assistant Superintendent
Public Schools, Westgate

Dear John:

This letter follows our phone conversation yesterday about the Board's positive decision Monday night to proceed with a research collaboration with our project. It outlines possible terms of a working agreement between the Project on Social Architecture in Education, based at the Center for Policy Research (hereafter called "Researcher") and the Westgate Public Schools (hereafter called "School")

If the items below seem acceptable to you, after consultation with others in the district, then sign and return one copy, and keep the other for your files. If you would like to make changes or additions, add them in, initial them, and we will do the same.

1. The intent of the agreement is to form a collaborative relationship between School and Researcher extending from the signing of this agreement until one school year (approximately June, 1977) after School opens for students. The purpose of the relationship is to document, understand, and facilitate the process of planning, redesigning, and developing the School. The focus of this collaboration is not initially limited to any particular school building, but will depend on how planning proceeds over the next few months.

2. Researcher ordinarily will have access to regular School planning meetings, including those held with private concerns and governmental agencies; may see relevant documents; and can interview School personnel. Meetings and interviews may be taped if participants consent. School may hold meetings without Researcher's presence, but will keep Researcher informed of their existence and results.

3. School will make its staff and students available for questionnaire and interview data collection by Researcher, at times and places mutually convenient for School and Researcher. Average time investment per individual will not exceed four hours in any calendar year.

4. Questionnaires and interview guides used will be cleared through regular approval channels of the Board of Education of **Westgate**, and will include the School principal's approval.

5. The information collected by Researcher is confidential, and is the property of Researcher. In any summary reports, whether made to National Institute of Education, to the School, or in professional publications, Researcher will withhold any data as needed to protect confidentiality and anonymity for those persons who gave Researcher data in confidence. The identity of the School will be concealed in such reports if School requests it. If individuals in the School wish to waive their rights of anonymity and/or confidentiality for purposes deemed important by them, data may be released under circumstances mutually acceptable to Researcher and those individuals.

6. Researcher will provide, at mutually agreed-on times, periodic summary reports, given to all School participants, and to Consultant, (see below) on the state of the planning/development enterprise. Before producing reports, Researcher will request School's advice on issues or topics the report should include attention to.

7. The distribution of such summary reports to anyone outside the professional staff of the Fort Lee School District is at the discretion of School.

8. Researcher will provide funds for payment to consultant(s) mutually acceptable to School and Researcher, whose purpose is to facilitate effective planning and development of the School. These funds are contingent on the payment of an equal (matching) amount to Consultant by School. Researcher will provide up to $1800 through this arrangement prior to June 30, 1976; additional amounts for the following twelve months will be agreed on in the spring of 1976. Researcher also pays Consultant's travel costs.

9. The services rendered by Consultant to School will be agreed on mutually by Consultant and School. School may make additional employment agreements with Consultant if wished, provided that such arrangements do not interfere with Consultant's role as described herein.

10. Researcher will observe Consultant during performance of services to School, and may interview Consultant as well. Researcher may also see Consultant's journal or diary if one is kept.

11. Researcher will refrain from giving advice, suggestions or assistance to School or Consultant. Summary reports as outlined in paragraph 6 will be made available at mutually-agreed-on times.

12. If either School or Researcher becomes dissatisfied with the working relationship, and acceptable revisions of the

agreement cannot be mutually developed, this agreement may be terminated by written agreement.

13. This agreement may only be changed or amended by written instrument executed by School and Researcher (and by Consultant, if the change involves him or her).

14. This agreement shall be governed by and construed in accordance with the laws of the State of _____.

For the Researcher:

Matthew B. Miles — 10/2/75
Matthew B. Miles — date

[illegible] — 10/2/75
Witness

For the School:

_____ — _____
date

_____ — _____
Witness

If you'd like to discuss any aspect of this letter, please don't hesitate to call me, Ellen Sullivan, or Wamboi Kironde (212/870-2239, 870-2217).

We look forward very much to the prospect of working with all of you over the next two years.

Cordially yours,

Matt Miles

Matthew B. Miles
Senior Research Associate

Appendix B.3

CENTER FOR POLICY RESEARCH, INC.
475 RIVERSIDE DRIVE
NEW YORK N Y 10027
(212) 870-2180

January, 1975

PROJECT ON SOCIAL ARCHITECTURE IN EDUCATION

Notes on the Role of Consultants

This memo outlines the role and functioning of consultants who are jointly paid by the Project, and by cooperating school districts which are planning and implementing new schools.

Purposes. The Project pays for consultants because (a) it wishes the new schools to be "success stories", from which more can be learned than failures; (b) it wishes to study the behavior of succesful consultants.

The school district pays for consultants because it wants assistance during the planning and development of the new school.

Clients. The consultant works (a) with individuals, such as the planning director, the principal, individual members of the planning group, supplying advice, coaching, etc. and (b) with groups, such as the planning group, subcommittees, or the staff of the school.

Help supplied. Broadly speaking, the consultant facilitates the planning and design, and the actions necessary to implement and develop the new school. He or she is competent primarily as a generalist in the functioning of human systems.

The consultant is not (a) a technical expert on particular educational programs or methods; (b) an adviser on fund-raising; (c) a provider of staff work or legwork which the school district would ordinarily be able to deliver.

The following are some areas of help which the consultant may provide:

1. Aid in clarifying and establishing goals, objectives and priorities for the school, and for the planning process.
2. Advice on planning processes and strategies, and on specific planning tools such as scenario-writing, PERT, simulation.
3. Improvement of interpersonal or group processes occurring during planning and implementation, including those in committee and staff meetings; improving the effectiveness of decision-making and conflict resolution.
4. Aid with the design of the "human system" of the new school, including such matters as governance, role definitions, reward system, self-renewal methods, communication mechanisms, etc.
5. Advice on strategic planning, and use of resources in the environment of the new school, including the community and the local district.
6. Aiding with plans for implementation of the new school, including pre-school orientation and training, "start-up", and "trouble-shooting" during early stages.
7. Assistance with continuing assessment and readjustment of the school as a social system during its first year of operation.

Entry and contracting. The Project staff, based on their preliminary discussions with planners in a particular new-school site, will introduce a consultant to planners at the site who they think can be useful. The consultant's resume will be available. The consultant and the school personnel will work out a mutually agreeable contract, within the rough guidelines for help outlined above (see also below for financial details). If it's concluded that no contract is workable, Project staff will propose other consultants.

The working relationship between school planners/developers and the consultant will develop mutually. Although the Project staff will provide a general orientation (such as that included in this memo) for consultants, it will not attempt to influence, help, or advise the consultant in the performance of services to the school.

The formal relationships between the school and the Project are specified in a written agreement, of which the consultant will have a copy. A typical copy of such an agreement is attached.

An unsatisfactory consultant can be fired by the school.

Finances. The Project will provide up to $800 prior to July 31, 1975, contingent on matching funds (equal amount) made available on behalf of the school (may be from school district, or other sources). Up to $400 will be made available on the same basis in the period August 1, 1975 through June 30, 1976.*

The Project also pays the consultant's travel costs.

The school may make any additional employment arrangements it likes with the consultant so long as other aspects of the agreement described in this memo aren't contravened.

Relationship with researcher. Members of the Project staff will be observing and documenting the planning and implementation of the new school, interviewing people, and collecting questionnaire data occasionally.

They will observe the consultant as he or she works with the school, will interview him or her from time to time, and can see the consultant's log or diary if one is kept.

The researcher is a "separate party" who is trying to watch, ask questions about, and understand what goes on. He or she doesn't have responsibility for "helping". Thus the researcher doesn't give advice, suggestions or assistance to consultants or planners.

The researcher keeps information confidential. Things said to the researcher by the consultant, or by any individual in the school, are not passed on to others.

Though the researcher cannot deliver routine, ongoing feedback on the planning process (that will ordinarily come from consultants or planners themselves), he or she will provide periodic summary reports, given jointly to school and consultant, on the state of the planning/development enterprise. These are provided at mutually-agreed-on-times, such as the completion of recruiting, after a staff orientation workshop, or a month or two after school opens.

*These amounts are subject to revision depending on utilization of funds by other research sites.

Appendix C.1

Retrospective Interview
for New Sites

Jan. 1975
REVISED 2/10/75

Person interviewed_____Interviewer_____ Date_____

OR..(a school like this)

1. When did the idea of the new school arise? _____
(month/year)

2. What were the events that led to the idea? (PROBES: Who was involved? What groups participated, if any?)

3. Did planning begin right away, or was there a lapse of time between the idea and actually planning?

Began right away ____

Lapse of time ____ (How long? _____)

(IF RESPONDENT SAYS: "It depends on what you mean by planning," ASK: "Well, the term "planning" means different things to different people, all right. Could you tell me what it means to you?")

4. IF NOT ANSWERED ABOVE: Since the term "planning" means different things to different people, could you tell me what the term means to you?

5.a On the whole, how much "planning" of this kind would you say has actually taken place with regard to the new school?

5b. Can you give me a brief overview of the progress of planning? For example, were there different phases or stages in the process?

5c. Can you give me an idea of how many people were involved during the planning process, and how much time they put in?

(CHOOSE POINT IN PLANNING PROCESS THAT IS EARLY AS POSSIBLE AS FAR AS RESPONDENT'S ABILITY TO GIVE GOOD INFORMATION. This may be the "beginning" "when I came in", or "when the second phase started", etc.)

6. I'd like to ask you about the early phases of the planning process. Starting with _____ (fill in time chosen) was there any one person or group who was primarily responsible?

a. Who or what group? _____

b. Did they (he/she) have any special resources for planning, such as consultants, a budget, training in decision-making or communication, retrieval facilities, and so on? Yes ____ No ____

IF YES: What resources? (PROBE: Anything else?)

c. How did they (he/she) go about making plans? (PROBE for specifics of (1) meetings--work methods and procedures, (2) division of labor, (3) diffusion of authority and participation--who had what responsibilities, (4) use of expertise, e.g., research, consultation, etc.)

7. Back during this early planning phase, was a set of goals drawn up for the school? (Ask for document)

Yes ____ No ____

a. IF NO: Were goals discussed at that time?

b. IF NO: How did you go about clarifying them?

8. What would you say were the major goals at that time?

9. How much agreement was there on these goals; and what goals was there disagreement on, if any?

10. How committed to their goals were the people involved; and were some more committed than others? (PROBE: Who or what group was most committed to which goals?)

11. Have there been any major changes in the goals of the early planning phase?

Yes ____ No ____

IF YES: Which goals changed and what was the reason?

12. Did any new goals emerge during the entire planning period so far?

Yes ____ No ____

IF YES: What goals are these, and why did they emerge?

13. Were there any major problems (difficulties/ obstacles) that were faced in the early planning phase?

Yes ____ No ____

a. IF YES: What problems?

b. IF YES: What attempts were made to deal with them?

c. Were these attempts successful, or do these problems still pose some difficulty?

___Successful (which problems?_____)

___Still difficulty(which problems?_____)

13c. During the planning, what were the "givens", or fixed boundaries (for example, money, space, staffing)? That is, what were the limits planners had to work within?

14. Was there anything in particular that <u>facilitated</u> the planning process in the early planning phase?

AFTER FIRST RESPONDENT,

NOTE: THIS QUESTION IS DISCRETIONARY. Only ask if you think respondent will give you data which will be different or amplifying that of previous people.

↳ 15. Here is a list of concerns that may have come up for discussion during the planning to date. (HAND LIST) Which of these concerns received a good deal of attention <u>at first</u>, that is, in the early phase; and which are <u>currently</u> receiving a good deal of attention?

At first	Current	Most	Needed More	(ENTER CHECKS)
—	—	—	—	a. Budget and salaries
—	—	—	—	b. Staff recruitment
—	—	—	—	c. Staff assignments and departmentalization
—	—	—	—	d. Professional development, in-service training, self-renewal of school
—	—	—	—	e. Curriculum content, materials and methods, time scheduling and equipment
—	—	—	—	f. Space utilization and physical plant
—	—	—	—	g. External relations with community, services provided to the community (adult ed , etc.)
—	—	—	—	h. Distribution of authority and decision-making and influence among administrators, teachers and students.
—	—	—	—	i. Internal climate and human relations, morale, motivation, communication and conflict management
—	—	—	—	j. Setting of goals and desired outputs of school
—	—	—	—	k. Research and information gathering, evaluation, feedback
—	—	—	—	l. Disciplinary procedures and regulations regarding student behavior
—	—	—	—	m. Student allocation and assignments, e.g., tracking, ability grouping, curriculum differentiation vs. heterogeneous grouping, "family groups" or counseling groups, etc.

At first	Current	Most	Need More	
___	___	___	___	n. Student personnel services--health and counseling
___	___	___	___	o. Extra-curricular activities, including athletics, etc.
___	___	___	___	p. Student evaluation, grading and reporting
___	___	___	___	q. Relationships with the school district, school Bd., Supt., central office and other schools
___	___	___	___	r. Types of students
___	___	___	___	s. Philosophy and values of the school
___	___	___	___	t. The roles of teacher, principal, student, supervisors, parents or other persons
___	___	___	___	u. Methods of publicizing the school to other educators, the public and handling of visitors.

16. As you think back over these different topics that have been discussed during the planning so far, what would you say about the way they were discussed? Specifically,

    a. Did the discussion usually consider a wide range of alternatives, or zero in on a good solution right away?

    b. Did the discussion usually focus on familiar, tested, well-known ideas or on "far-out", novel, unfamiliar, ideas?

    (PROBE for examples)

17. Looking back over the entire planning period, which three of these concerns have received the most attention?
    (CHECK ABOVE) PROBE: Could you say a little more about these 3?

18. Which three of these concerns do you think should have received more attention?
    (CHECK ABOVE) PROBE: Could you say a little more about these 3?

19. As the planning progressed, what would you say were the main characteristics that the school was supposed to have? What was the "blueprint" like that emerged?

20. Was there concern with implementation, of how you would get the blueprint to happen?

IF NO: Can you say why there wasn't concern?

IF YES: What kinds of things did people say about implementation?

(to next page)

21. Here is a short list of some possible sources of special information or advice which you may have used in your planning to date. (HAND LIST) Would you please look over the list and tell me which ones you yourself recall having used?

For each one, we would like to know whether you personally used it:
1. Not at all
2. Once **(WRITE IN NUMBERS)**
3. A few times
4. Very often

a. ___State Department consultant

b. ___Consultant from university, regional educational lab, R&D center, etc.

c. ___Educational journals or newsletters

d. ___Conferences outside the district

e. ___Specialists in your district or school

f. ___Other teachers or administrators in your district or school

g. ___Observation of innovative practices in other schools or districts

h. ___In-service training (workships, summer courses, etc.)

i. ___Research reports or monographs

j. ___Mass media (books by non-professionals, magazines, TV)

k. ___Pre-service training(teachers college courses, practice teaching, etc.)

l. ___Textbooks, manuals, curriculum guides

m. ___Local School Board

o. ___Abstracts or documents from ERIC (Educational Resources Information Center, U. S. Office of Education)

p. ___Other sources of information or advice (What?)

22. Which of these sources have been especially helpful to you in the planning process as a source of ideas or practices, and what did it contribute? (PROBE: get specific source names & details)

Letter	Specific Source (who, what)	Contribution
___	_____	_____
___	_____	_____
___	_____	_____
___	_____	_____
___	_____	_____

23. Has any particular educational philosophy or movement played an important role in your thinking about the new school?

Yes____ No ____

IF YES: What?

24. Would you briefly describe any highly significant turning points in the course of planning--for example, the loss or availability of certain resources, the support or opposition of certain persons or groups, the expert advice or leadership of a particular individual, a change of goals, etc.--anything that gave the planning a major new direction?

25. What have been the disappointments, if any, of the planning process so far?

26. What have been the main accomplishments of the planning process so far?

27. Are there any personal, professional or job-related benefits which you yourself have gained from your participation in the planning process?

28. Have you made any major changes in your own hopes or expectations for the new school since the planning began? If so, what?

29. Speaking quite frankly, about how much of the planning process do you consider to have been wasted energy? Would you say--

___None

___Very little

*___A moderate amount

*___A good deal

*___Almost all of it

*a. Which aspects of the planning process were wasted energy, in your opinion?

*b. Is there any way in which these difficulties could have been avoided, in your opinion? If so, how?

A. Who else should I talk to to help me understand the planning process ? Someone who might see it a little differently from you, or who could fill in other parts of the picture would be helpful.

B. Are there any documents that would help me understand the planning process?

C. Make arrangements for future access and retrieval of documents.

MANY THANKS.

→

INTERVIEWER NOTES, COMMENTS, REFLECTIONS:

(Please do this immediately if possible. If not, time done:_____

POSSIBLE CONCERNS DISCUSSED DURING PLANNING

Which of these concerns received a good deal of attention <u>at first</u> (in the early phase)? And which are <u>currently</u> receiving a good deal of attention?

a. Budget and salaries

b. Staff recruitment

c. Staff assignments and departmentalization

d. Professional development, in-service training, self-renewal of school

e. Curriculum content, materials and methods, time scheduling and equipment

f. Space utilization and physical plant

g. External relations with community, services provided to the community (adult ed), etc.

h. Distribution of authority and decision-making and influence among administrators, teachers and students.

i. Internal climate and human relations, morale, motivation, communication and conflict management

j. Setting of goals and desired outputs of school

k. Research and information gathering, evaluation, feedback

l. Disciplinary procedures and regulations regarding student behavior

m. Student allocation and assignments, e.g., tracking, ability grouping, curriculum differentiation vs. heterogeneous grouping, "family groups" or counseling groups, etc.

n. Student personnel services--health and counseling

o. Extra-curricular activities, including athletics, clubs, etc.

p. Student evaluation, grading and reporting

q. Relationships with the school district, school Bd., Supt', central office and other schools

r. Types of students

s. Philosophy and values of the school

t. The roles of teacher, principal, student, supervisors, parents or other persons

u. Methods of publicizing the school to other educators, the public and handling of visitors.

SOURCES OF SPECIAL INFORMATION

These are possible sources of special information which you may have used in your planning to date.

Please look over the list and tell me which ones <u>you yourself</u> recall having used.

For each one, did you use it...

Not at all
Once
A few times
Very often

a. ___State Department consultant

b. ___Consultant from university, regional educational lab, R&D center, etc.

c. ___Educational journals or newsletters

d. ___Conferences outside the district

e. ___Specialists in your district or school

f. ___Other teachers or administrators in your district or school

g. ___Observation of innovative practices in other schools or districts

h. ___In-service training (workships, summer courses, etc.)

i. ___Research reports or monographs

j. ___Mass media (books by non-professionals, magazines, TV)

k. ___Pre-service training(teachers college courses, practice teaching, etc.)

l. ___Textbooks, manuals, curriculum guides

m. ___Local School Board

o. ___Abstracts or documents from ERIC (Educational Resources Information Center, U. S. Office of Education)

p. ___Other sources of information or advice (What?)

Appendix C.2

SCHOOL GOALS

A school cannot be all things to all people. It must, however, have some goals that its members favor. The 29 are examples of goals that we have drawn from our research in other sites. To what extent do you personally favor each of the following goals for your school? (Circle the answer that best describes your position.)

I favor this goal strongly	I favor this goal somewhat	I am neutral on this goal	I have doubts about this goal	I definitely don't think our school should address this goal
++	+	?	-	--

1. To be a place where students would like to be.	++	+	?	-	--
2. To teach students the basic skills.	++	+	?	-	--
3. To be a place where everybody "succeeds".	++	+	?	-	--
4. To provide students contact with the reality of the world about them.	++	+	?	-	--
5. To foster an atmosphere of trust between adults and children.	++	+	?	-	--
6. To teach students how to get along with others.	++	+	?	-	--
7. To help students learn to become good citizens.	++	+	?	-	--
8. To aid the personal development of students into mature healthy and stable adults.	++	+	?	-	--
9. To foster an atmosphere of trust between adults and children.	++	+	?	-	--
10. To provide a curriculum which reflects the latest knowledge in science and other disciplines.	++	+	?	-	--
11. To provide a model for other schools.	++	+	?	-	--
12. To provide a center where community members and senior citizens can participate.	++	+	?	-	--
13. To break down the barriers between racial and ethnic groups.	++	+	?	-	--
14. To teach students to set their own goals and impose their own deadlines.	++	+	?	-	--
15. To maintain high standards and academic excellence.	++	+	?	-	--
16. To provide vocational education that is just as important as college preparation.	++	+	?	-	--
17. To provide special counseling services for students.	++	+	?	-	--
18. To develop good relations with the community.	++	+	?	-	--
19. To provide special curriculum and programs for ethnic or racial groups.	++	+	?	-	--
20. To improve learning opportunities for gifted and talented children.	++	+	?	-	--
21. To provide a good learning environment for low motivated kids with poor basic skills.	++	+	?	-	--
22. To improve students' adherence to moral and ethical standards.	++	+	?	-	--
23. To increase the independence and autonomy of students.	++	+	?	-	--
24. To improve the discipline and behavior of "difficult children".	++	+	?	-	--
25. To try out innovative uses of space in the educational program.	++	+	?	-	--
26. To give parents a substantial role in setting policy.	++	+	?	-	--
27. To give teachers a substantial role in setting policy.	++	+	?	-	--
28. To give students a substantial role in setting policy.	++	+	?	-	--
29. To experiment with new educational programs and structures.	++	+	?	-	--

30. To provide a systematic process for assessing the effectiveness of the educational program.	++	+	?	-	--
31. To keep the school small.	++	+	?	-	--
32. To provide small classes.	++	+	?	-	--
33. To maintain clear-cut procedures and rules for student discipline.	++	+	?	-	--
34. To provide a variety of learning environments and activities.	++	+	?	-	--
35. To be different from traditional schools.	++	+	?	-	--
36. To provide personalized and individualized programing and instruction.	++	+	?	-	--
37. To utilize different ways of grouping students, in addition to/in place of traditional grade distinctions.	++	+	?	-	--
38. To have a beautiful, flexible, functional physical facility.	++	+	?	-	--
39. To enable teachers to feel less isolated in their classrooms, to feel more cooperative.	++	+	?	-	--
40. To provide for increased capability for future educational change in the district.	++	+	?	-	--
41. To include 'special education' students in the mainstream of school activities.	++	+	?	-	--
42. To increase students' feelings of self-acceptance and self-esteem.	++	+	?	-	--

Other goals (please specify) _____

_____

_____

Looking back over the above list, once the school really gets going, which five goals do you expect will be given the highest priority at your schools? (Give numbers of five top priority goals)

_____.

What practical problems do you expect will be of most concern during the first year of operations?

_____

_____

In your own words, what do you personally hope to gain from your association with the school?

_____

_____

Appendix C.3

Rev. 12/22/75 **DOCUMENT FORM** **Site** _____

Name or description of document _____

_____

Event or contact, if any with which document is connected:

Overall significance (determined by FW): If none, so indicate _____ (√)

P/I themes, aspects of school:

Summary: (by Ann. If desired, check here _____)

Where stored: FW PLEASE SPECIFY _____ your files

_____ central file: with contact?_____

gen'l doc.? _____

other? _____

(FW's choice, please specify)

Revision IV
8/9/75

Appendix C.4

PROCEDURES FOR DATA COLLECTION, CODING AND STORAGE

Changes made in Revision III (6/25/75), and changes made 8/9/75 are added to the old version, in this typo, for greater visibility.

(The retrospective interview guide, 2/10/75 version, should be administered as soon as feasible with each new site. Aim is to get fully updated on history; use as many different informants as needed; after the first informant (full interview if possible) use only the parts which are essential to get unfilled-in information, give different perspective (if you think it's needed).

When enough interviewing has been done to achieve a reasonably clear update, field worker produces a summary (brief memo) of the history to date. That may generate some things to look for particularly as field work proceeds, types of informants important to contact, etc.

The retro interview results are not keyworded, since the information is organized by questions already, and since the summary provides an overview. But note that it is important to stick with the interview guide, and get the data indicated.)

Each site has a primary field worker, who spends more time there than other staff members. Each site also has a secondary field worker, who goes to site regularly but less frequently. Other staff members come in from time to time on a more "stranger-like" basis.

We may also want to have an occasional field work contact from an "outside", specially-hired person to check for bias, cooptation, etc.

*****

In a typical contact, this sequence happens:

1. Field worker makes contact with a site (phone, meeting observation, or interview).

   (A meeting typically will involve some brief informal interviews before it starts, and afterward. These should be written up together with the meeting notes.) Field worker may also set up or run into an informal interview not connected with a meeting: these are written up separately.

2. Meetings are routinely tape-recorded on cassettes, if permission is given. Interviews are taped on cassettes when possible. Permission of interviewee required.

   The field tape, if one exists, is used primarily for checking out recollections, and as a later source for excerpts, quotes, vignettes, etc. It is not ordinarily transcribed. See below for procedure on keeping tapes.)

3. Field worker keeps running notes. Picks up any available documents.

   If this is a session where questionnaires are being distributed and filled out, field worker does this and picks them up. See item 14 below.

4. On the same or next day, the field worker produces a write-up. Immediacy is very important. This may be done by direct typing from notes, or dictation from notes. KEEP MARGINS WIDE: 1½" on each side, because coding is done in margins.

   a. As soon is write-up is typed up, check it through for minor editing. Then make 1 Xerox, and put it in the reading tray for that site. Mark what the contact was on the calendar sheet. This is important so others can have a fast update on what's happening in the site. Your coding (see below) can be done on the original.

5. As soon as possible after the write-up is ready, the field worker codes the write-up. The latest this should be done is before the next scheduled contact with the site. CODE A CONTACT BEFORE YOU GO TO THE NEXT CONTACT.

   In situations where contacts are too frequent for this (ex: training period, start-up, etc.) and a backlog of uncoded write-ups has developed, use the LIFO principle (last in, first out). Code the most recent contact first and work back.

   a. First mark the write-up to show what the data source is (see #11 c, for explanation). If the contact has more than one data source (ex: began with a formal meeting and shifted to an informal interview afterward), indicate this where the new data source begins.

   b. To code, go through the write-up and put keywords (actors, processes, aspects of school) in LEFT margin. Circle the numbers of keywords (on the data summary form--see below), either as you proceed, or all at once when coding is finished. Use the lexicon to be sure you understand when particular keywords are or aren't applicable.

      (1) If you have a problem with a definition or some difficulty in applying a keyword, put a question mark by the keyword, and note it on the reverse side of the data summary form (#6 below). If after the pair discussion (#9) the matter is still unresolved, put the problem up on newsprint for staff discussion.

      (2) If you see a need for a new keyword, write it in the left margin, and make a circle around it, and put the new keyword on the reverse of the data summary form (#6). After pair discussion, if you still conclude a new keyword is needed, put it up on newsprint for staff discussion.

      (3) If a keyword applies to a whole paragraph, or part of one, draw a line at the left of the text to show what it's applicable to.

      (4) When applying keywords to long-running material, unitize by aporox. size of keyword card (#11). Thus, if a long discussion of "materials" is happening, put "materials" about every 3 inches in the left margin.

      (5) When writing in margins, don't go all the way to edge--leave ¼" (otherwise will run off edge of keyword card (see below).

(5) For actors coding only:

(a) Circle the number if the actor is present in the contact. If actor is referred to but not present, put parentheses around the keyword but do not circle the number. This distinction does not need to be made for processes and aspects.

( )

(b) For formal statuses (top list) code the first time the actor appears or is alluded to, but do not recode on subsequent mentions unless the formal actor does something that is especially salient or significant (ex: principal is running meeting routinely, and suddenly shifts gears to soliloquize about his role problems. Or, a union rep who has been present all along suddenly surfaces with an acute conflict. Use judgment on this to avoid overcoding. When you do this, underline the keyword in the left margin.

(c) For emergent statuses (bottom list) code every time the emergent status seems salient or important in the contact. If you are not sure whether a particular emergent status applies in a particular case, use a question mark and give the keyword. Ex: a group member seems to be moving toward being an "opinion leader", but it is early to tell. Give "? opinion leader".

?

(d) Also please note: if a new person occupies an actor role, and is salient, give the actor code again. Ex: the meeting includes six teachers (give "teacher"). Another teacher comes in late, disrupting the meeting. Give "teacher" again. Or, a group is discussing the principal of another school ("principal, other"). Later on they discuss a different principal of another school. Give the keyword again. Do not underline, however.

c. Decision coding:

(1) In the RIGHT margin of the write-up, put a letter "D" when you see that a decision was reached, in the actual contact, then and there. If a decision was made earlier, and is now being reported during the contact, give letters "R-D".

On reported decisions, only code those which:
a. Were made after your last contact, but before this contact.
b. Are being reported to this group (or to you) for the first time.

In other words, do not give the R-D code when people simply review or mention decisions which are familiar ones.

Note: in an informal interview or a phone contact, the usual coding for a decision will be R-D, unless it is clear that the decision is actually being made during your contact.

(2) By underlining or bracketing show exactly what the decision is; if this is hard, jot a note in the margin explaining what the decision is. Put keywords which show the actors who made the decision. It is OK to repeat keywords which were used in the left margin for that segment.

(3) Coding the actors who are affected by or are the targets of a decision should only be done where it seems especially important to do so. (Ex: suppose that the decision was to have the media center open from 11 to 2 each day. This will affect students generally, as would many other decisions. So don't code "student". But if there'd been a lot of hassling about the media center times within the planning group, and the decision really defines the media center person's role in an important new way. So code "specialist(school)"). ONLY CODE DECISION "TARGET" ACTORS WHO ARE SALIENT OR ESPECIALLY IMPORTANT IN SOME WAY.

(4) Process keywords, and/or school aspects keywords should also be given for each decision, written in the RIGHT margin. Remember to stick to keywords which are most relevant to the decision itself (either its process significance or its content).

6. Field worker completes data summary form. Put circles (and parentheses for actors referred to but not present) if you haven't already done so during coding. If a keyword is repeated, you need not circle it again---that's done clerically later.

a. If you see some additional keywords which apply to the contact as a whole, but weren't noted along the way, write them on the last page of the field notes, left margin, and write "WHOLE CONTACT" in the center of the page.

b. Then consider what do you think were the most important keywords (under processes and aspects) for this contact? Put an asterisk (*) by those keywords: no more than 6.

c. Turn over the form and fill out the reverse side (hypotheses, new keywords, problems with coding, etc.

d. If you have an interesting hypothesis or speculation you think others might be interested in from the back of the data summary form, put it on a card and tack it up on the bulletin board.

7. Field worker fills out decision summary form.

(a) In the section asking for "main factors influencing the decision", give your best estimate. If a decision being reported for the first time took place some time ago, and your estimate would be too speculative, leave it blank. But don't censor it if you do have a nice juicy speculation (mark it with an underlined maybe) which could be followed up later by an informal interview.

(b) Where the form asks for keywords, put both number and keyword (for example, 234, power struggle).

For any meeting, always fill out a decision form--even if no decisions were reached or reported. (Write in NONE to show this. Leave the keywords blank. But fill in the section on "salient matters which might have been decided but weren't" if it applies.)

If the contact was a phone call or an informal interview, and no decisions are reached or reported, do not fill out a decision form.

8. Any documents picked up or received have a document summary cover sheet attached to them, filled out by field worker. This has less priority than the data summary and decision summary forms, which like the coding should be done before you go to the next contact. If you get in a bind, document summaries can be done later. But if possible, do document summary right away to avoid backlog. Put both keyword number and name where asked for.

a. Documents are numbered in order of their receipt. Check the list in the front of the document folder (see item #10, below) to see what number should be given to the latest one.

b. Indicate on the document summary:

(1) If it should be filed with the contact where you got it, or with which it is associated; OR

(2) If it should be filed in the general document folder, because it isn't tied to any particular contact.

9. Raw notes, write-up, decision form, and data summary form (and document summary, if any) go to another staff member who was (if possible) not involved in this contact, who reads, checks for clarity, then discusses hypotheses raised, new keywords, etc. with the field worker. (It will probably help during the first stages of using these methods if pairs have a regular weekly time set up.)

a. If after this discussion there is agreement that certain new keywords are needed, put them up on the newsprint. Ditto for coding problems or unclarities which you cannot work through.

b. The pair discussion should also consider what should be done with the raw tapes (if any) from the contact, as follows:

Useless, can be immediately erased.
Keep until review period (see below)

c. If you generate some interesting hypotheses or speculations, put them on a card and put up on the bulletin board.

d. As field work proceeds, field workers should review this regular discussion procedure; it may be that it is needed less frequently than for every contact.

10. DATA STORAGE

a. Field worker fills out a cover sheet indicating what items will go into the CONTACT FOLDER (see below), and gives it and the material to secretary. May include: raw tapes (if any); document and summary (if any); raw notes; data summary; decision summary.

b. Secretary Xeroxes the following:

5 copies of coded write-up (extras may be needed for some pages---see Note below)

3 copies of decision summary, and 3 of data summary, and 2 of anydocument summary

c. Give one set (write-up, data summary, decision summary, document summary) to field worker for personal file.

d Give 3 copies of write-up to keyword clerk for posting (see below)

e. File the rest as follows:

(1) CONTACT FOLDER (for this specific contact)
1. Cover sheet describing folder contents
2. Complete data set (above, item 10)

(2) DECISION FORM FOLDER
(Copies of all decision forms, chronologically, for a given site)

(3) DATA SUMMARY FOLDER
(Copies of all data summary forms, chronologically, for a given site)

(4) DOCUMENT SUMMARY FOLDER

First page has a cumulative list of all document titles, with numbers. Add the new title and number.
Copies of all document summaries, chronologically, for a given site.
If the document summary form directs that the document itself should be filed here rather than in the CONTACT folder, the document and its covering summary form will be included, in chronological order.

11. Keyword clerk does posting.

a. Working on one page of the write-up at a time, clerk cuts up Xeroxes of write-ups, into the"chunks" keywords have been applied to. Start with keywords in LEFT margin.

b. Pastes or tapes the chunk of Xerox onto a blank keyword card.

Note: if a particular chunk has had, say, 3 different keywords applied to it, that chunk will appear on 3 different keyword cards. (Having 3 Xeroxes available assumes that no more than 3 will be typical. Extra Xeroxes may need to be made of some pages, especially those where decisions appear.)

c. Fills in the information requested (keyword number and name, school name, data source, contact date, coder initials, write-up page number).

Note: the data sources distinguished are: Mtg (any formal meeting, such as a planning group or faculty); Obs (any other observational contact, such as a class, a discussion in teachers' lounge, a brief two-person contact); Phone (telephone conversation between worker and someone at site); Doc (a specific document, with number written); Int(any informal conversation or interview which field worker has with someone from site, other than phone call).

d. NOTE: keywords which are circled should not be posted, since they are provisional and subject to later staff decision. If a circled keyword becomes a regular keyword, the field worker should pull out the particular CONTACT folder(s) involved, and put an asterisk (*) IN RED beside the circled keyword, so it too can be posted. If the circled keyword does not become a regular keyword, no action is necessary.

e. Repeat all the above steps for coding in the RIGHT margin. Note that step (c) also asks for checking off the type of decision.

f. When all pages of the write-up have been cut up and affixed to regular keyword and decision keyword cards, count the number of cards for each regular keyword, and write it in in RED beside the keyword number on the data summary sheet. And count the number of cards for each decision keyword, and write it in in RED beside the keyword number on the decision summary sheet.

g. File all the regular keyword cards in the regular keyword file for that site. Keywords are arranged ALPHABETICALLY, and the cards for each number are arranged CHRONOLOGICALLY by contact, and by PAGE NUMBER within the contact.

h. File all the decision keyword cards in the decision keyword file for that site, in the same manner.

i Make anotation on the contact folder cover sheet that posting is complete, and the date.

12. The field worker, looking at the reverse of the data summary cards on the bulletin board, the sheet, and reviewing the keyword files, brings hypotheses to staff meetings for discussion. The aim is to build theory as we go, a la Glaser and Strauss.

a. These discussions, plus occasional staff reviews of the proposals for new keywords on the newsprint, result in staff decisions to add new keywords. When this happens, field worker is responsible for reviewing prior contact folders, and putting asterisks by circled keywords which are now regular keywords, so keyword clerk can update the posting (above, #11d).

b. Clear explanations of new keywords, changes in old definitions, etc. go into lexicon.

13. On a periodic basis, field worker takes initiative to review data from contacts, and makes a summary of status in the site.

a. The status summary does several things for us:
—shows where field worker has a clear picture of what's happening.
—Shows where view is uncertain or confused, puzzling.
—Suggests next steps (who to talk to, what to look for specially)

b. Discussed in staff meeting.

c These status summaries are also used to aid any of the following:
a) NIE progress reports
b) Summary reports to sites, as per our contract with them
c) Articles and other publications

d. Depending on which purpose is most immediately important, a status summary may be more or less detailed.

14. From time to time, based on the progress of events in the site, the field worker administers brief quantitative measures to people involved as planners/implementers.

a. These now include: (see notes of 2/5-8 staff meeting)

Retrospective interview (as described above)

Goals measure (typically given to planners as soon as agreement signed; to principal and teachers as soon as hired; to principal and teachers just before school opens; to principal and teachers toward end of first year)

Consultant helpfulness measure
Post-meeting reaction form.

b. Returned copies of these instruments, plus any summary analysis of them, should be filed adjacent to the CONTACT folder for the meeting where they were collected.

15. As soon as it is ready (fall 75), field worker will periodically fill out a planning models instrument, characterizing what these seem to (or have been), based on observation and interviews. Matt will initiate timing.

Filed in a planning models folder for each site.

(All of the above apply primarily to the planning/early implementation stages. Once the school is open, we will also do larger-scale quantitative measures of the state of the system, as outlined in the original proposal. Probably November and March.

Choice of measures will depend on the goals and desired system properties which planners and implementers have in each site (did they get what they hoped for?), as well as on our a priori notions. There wil probably be a common "core" of quantitative instruments across all sites, plus unique ones for each.)

PROCEDURES FOR DATA COLLECTION, CODING AND STORAGE

Version V
12/26/75

1. Field data collection: as per 8/9/75 version.

2. FW dictates or types up notes. Wide margins.

3. Enter contact on log sheet for that site. Original of write-up goes in tray; make 1 Xerox for coding.

4. In coding:

   a. Give priority to RECENT contacts, and to ESSENTIAL contacts.*

   b. Edge-code the write-up at the left for salient examples of themes. (If after coding a contact you think you have been redundant, go back and cross off codes you do not want posted.)

      If the example can easily be seen as "high", "low" (or some other rating on the theme list), add that---otherwise just the code is OK.

      Indicate by a line along the margin how much of the material in the write-up the code applies to (helps the poster).

      Use lexicon for clarity. Only code themes, not aspects of the school.

   c. If leader, consultant or researcher was salient in the example, give that code as well at the left.

   d. If you think that a new theme is needed to describe an event, write it in at left and circle it. List the proposed new theme on the first page of the contact summary form, at the bottom. Also please write it up on newsprint in the office so we have a running record.

   e. If something seems especially interesting or salient, put ! by the edge-code.

   f. When form is complete, clip to front of contact write-up and give to Jo/Kandis for posting and filing, along with decision summary, and document form(if any).

---

* NOTE: If you are recoding a contact which was done earlier using the keywords, all that is necessary is to edge-code with themes at the left, and decision themes and aspects at the right. Use some different color, like red. The old keywords may be helpful in choosing themes/aspects.

Do not fill out a contact summary or a decision summary. Mark the contact RECODE, and give to Jo/Kandis for Xeroxing and posting.

5. Edge-code decisions in the right margin.

   a. Avoid trivial decisions. A non-trivial decision is one that is significant for planning/implementation, either made by the P/I group or some key figure in it---or by some group or person in the environment.

   b. Underline the decision to show exactly what it is, and number it. Mark it D if made during contact, R-D if reported.

   c. Edge-code the themes, A-D the aspects of the school, which apply to the decision.

      (Reminder: code reported decisions only if (a) they were made since the last contact: or (b) if we are hearing about them for the first time. Do not code familiar decisions.)

6. Do the contact summary form.

   a. Do the ratings p. 2 and 3 first as a stimulus to your thinking. Use multiple ratings if the data from the contact feel that way (ex: some examples are high, others low, etc.). Feel free to leave a theme blank if it isn't relevant to the contact. Check "uncertain" if it feels that way.

      Write in notes if they will help you in your thinking about the contact.

   b. Go to p. 4 and check off the aspects of the school which were salient to FW, and/or received attention from the planning/implementation group.

   c. Complete page 1. THINK. Type or write legibly since it will be posted.

   d. Clip to front of write-up. Will be given with other stuff from this contact to Jo/Kandis for posting and filing.

7. Do the decision summary form.

   a. For a meeting, even if no decisions were reached or reported, do the form. Write NONE under part A. Skip B, consider parts C and D (undecided matters, implicit decisions). Write NONE if none, otherwise fill out.

      For informal interviews and phone calls, use your judgment. Fill out the decision form in cases where you think an undecided or implicit decision was salient.

   b. Feel free to speculate on the "main factors influencing decisions".

   c. When form is complete, clip to front of contact and give to Jo/Kandis for posting and filing, with other stuff from this contact.

   d. Indicate on log sheet that coding is complete for this contact, with date.

8. If there were documents with the contact, do the document form. (FW does)

   a. Fill in identifying data, explain significance, and indicate contact or event where document was salient.

   b. Give themes/aspects.

   c. Indicate if you would like Ann to do a summary. (Criteria: would help others in scanning the document, would be useful in later write-ups, document is very long or complex but important.)

   d. Indicate precisely where document should be filed. This is important for later retrieval. Note: FW should specify particular subfiles for site, such as "Board of Education minutes", "influence", "space use", "director selection", etc.

   e. Clip to front of document and give to Ann (if summary needed) or Jo/Kandis if ready for filing, with other stuff from this contact.

   f. Indicate on log sheet that coding is complete for this contact, with date.

9. DATA STORAGE

   a. When coding for a contact is complete, Jo/Kandis will receive from person who did the coding:

      --edge-coded write-up, with copies of filled-out contact summary and decision summary clipped on.
      --document (if any) with form clipped on. (May come from Ann if summary was requested)
      --raw notes
      --tape (if any, and if it should be kept)

   b. Make Xeroxes:

      Write-up: number needed for posting (usually 1-2X)
      Contact summary: 2X, plus 1 extra X of top sheet for posting.
      Decision summary: 2x: plus 1 extra X of page 2 for posting.
      Document summary: 2X

   c. Give 1 complete set (write-up, contact summary, decision summary, document form) to field worker for personal file.

   d. Give posting copies of write-up and extra copies of CSF top sheet and DSF page 2 to Kandis/Jo for posting.

f. File the rest as follows: (see Ann's filing list)

Site codes are:

Appelbaum	111
Lincoln Acres	112
Arts Coop	115
College High	116
Westgate	121

(1) Staple together contact summary, decision summary, document summary (if any), and write-up, file in contact folder. (ex: for Bergtraum, 111.6), chronolog.

(2) Contact summary, 1 copy, in contact summary forms file (111.61) chronologically

(3) Decision summary, 1 copy, in decision summary forms file, (111.62), chronolog.

(4) Document form, 1 copy, in document summary folder (111.11), chronologically.

(5) Document, with copy of form attached, in file where specified by field worker.

10. POSTING (Kandis, Jo)

a. Working on one page of the write-up at a time, poster cuts up Xeroxes of write-ups into the chunks to which themes have been applied in left margin.

b. Tape the chunk on to a posting card. (If multiple themes have been applied to a chunk, that chunk will appear on multiple cards).

c. Fill in info requested: (Leave space for keyword number blank.) Enter theme in space for keyword. Fill in site name, data source, contact date, coder initials, write-up page number.

Data sources: Mtg: any formal meeting, such as a planning group or faculty
Obs: any other observational contact (class, lounge, etc)
Phone: phone conversation
Doc: any document
Int: any informal conversation or interview except phone call.

NOTE: if the posting is of a RECODE, write RECODE at top of theme card.

d. NOTE: circled themes should not be posted, since they are provisional and subject to later staff discussion about inclusion. If confirmed as regular theme, recheck contact summary form to locate circled themes, and post them.

e. Repeat the above steps for decision coding in the right margin. Enter D or P-D to indicate whether decision was made during contact or reported. Ignore request for coding of decision type (POL, PROG, etc.)

f. Now go to the Xerox of tape 1 of the contact summary form. Cut up the responses to question 1, and post, as above. At top of card, mark CSF, to indicate it is drawn from the contact summary form.

g. And, with the Xerox of page 2 of the decision summary form, cut up and post the responses to part D. At the top of the card, mark DSF, to indicate that it is drawn from the decision summary form.

h. File the cards drawn from the left-edge of the write-ups and the CSF in the regular card file for that site. Themes are arranged ALPHABETICALLY, and the cards for each theme are arranged CHRONOLOGICALLY by contact, and by PAGE NUMBER within the contact. CSF cards go after the other cards for that contact.

i. File the cards drawn from the right edge of the write-ups(decision coding), and the DSF in the decision card file, in the same fashion. DSF cards go after the other cards for that contact.

j. Make a notation on the log sheet for the site that posting of this contact is complete (give date). And put a red check mark on the contact summary sheet (in contact folder) to show that posting is complete for this contact.

11. Changes and updates

a. The FW notes (under Q. 3 of the CSF) the need for new themes, or dropping/revising old themes. Also writes them on newsprint so we have a running record.

b. When "enough" of these have accumulated, proposed changes are discussed at a site analysis meeting. Jo should be present.

c. Agreed-on changes are incorporated in the CSF and the lexicon.

Appendix C.5

Rev. 4/29/75 DATA SUMMARY FORM Site _____

Type of Mtg. _____ _____ _____

contact: who, what group place date

Phone _____ Coder _____

_____ _____ _____

with whom, by whom place date

Inf. Int. Date _____

_____ _____ _____

with whom, by whom place date

ACTORS - Formal*

101 administrator
127 advisory group
128 architect
102 Board (central)
129 Board (district)
130 builder
131 chairperson
103 citizen
132 community liaison
133 community type
104 consultant (SA)
105 consultant (other)
134 custodian
108 educator (non-local)
109 ethnic/racial group
110 faculty
111 gov't official
114 leader (formal)
115 para-professional
116 parent (indiv.)
127 parent group
128 parent-teacher group
129 political organization
118 principal (focal)
119 principal (other)
130 researcher (other)
120 researcher (SA)
131 salesman
132 school (other)
133 secretary
134 SES group
121 specialist (Central of..)
122 specialist (school)
123 supt. (central)
135 supt. (district)
124 student
125 teacher
136 teaching team
126 union representative
112 voluntary organization

ACTORS - Informal*

151 buffer
106 core group
107 core member
152 evaluator
113 implementer
153 leader (socio-emotional)
154 leader (task)
155 linker
156 mass media
157 opinion leader
117 planner

*For actors actually present at the contact: circle the number. If an actor was not present, but is discussed in the contact, put parentheses around the keyword.

PLANNING/IMPLEMENTATION PROCESSES

201 commitment
202 complexity management
203 conflict management
204 constituency development
205 cooptation
253 decision-making
207 designing
208 energy depletion
209 energy mobilization
210 energy overinvestment
211 future-envisioning
212 goal clarification (stud. outcome)
213 goal clarification (sys. prop.)
214 goal clarification (benefits)
215 goal succession
254 group-building
216 implementation
261 influence
217 institutionalization
220 knowledge-seeking
255 knowledge utilization
222 language (common)
223 language-experience linkage
221 learning
224 motive attribution
225 myth expression
256 plan-describing
226 plan flexibility
230 plan for planning
227 planning
231 planning horizon
228 planning/implementation linkage
229 planning model
232 policy-making
233 power base-building
234 power struggle
237 recruitment
238 redesign
239 reflexivity
240 rehearsal
257 research relationship
242 resource acquisition
241 resource allocation
243 resource identification
258 role accumulation
235 role confusion
236 role strain
262 school-comm. relationship
244 self-correction
245 selection
259 socio-emotional behavior
246 start-up
260 task behavior
247 thoroughness
248 time investment
249 timetabling
250 training
251 uncertainty management
252 variety pool expansion

AFTER CODING, LOOK AT PROCESSES AND ASPECTS LISTS, AND PUT (*) BY THE MOST IMPORTANT KEYWORDS (MAXIMUM = 6).

ASPECTS OF NEW SCHOOL

301 boundary maintenance
359 budget (district)
302 budget (school)
303 collective sentiments
360 community control
304 communication (formal)
305 communication (informal)
306 conflict management
307 curriculum
308 data collection/feedback
309 discipline
310 departmentalization
311 equipment
312 evaluation (of school)
313 extracurricular activities
314 food service
315 friendship groupsing
316 goals (student outcomes)
317 goals (system properties)
318 goals (benefits)
319 governance
320 group definitions
321 influence (informal)
361 inter-organizational linkage
322 leader behavior
323 leader characteristics
324 learning/devel. (indiv.)
325 learning/devel. (org.)
326 materials
327 motivation
328 norms
362 options
329 outputs (student)
330 outputs (services)
331 outputs (personnel)
332 outputs (products)
333 outputs (system impact)
363 outside education
334 performance evaluation
336 plant maintenance
335 plant (physical)
337 philosophy/values
338 problem-solving
364 program
339 public relations
340 reward system
341 role definition
342 rules
343 salaries
365 school-community linkage
366 security
344 space use
345 staff assignments
346 staff characteristics
347 staff selection
367 staff utilization
353 status/prestige
368 student characteristics
369 student grade levels
349 student grading/evaluation
350 student grouping basis
351 student population
352 student personnel services
370 student recruitment
371 student selection
372 supplies
354 teaching methods
355 technology (non-stud. orient
356 time use
357 transportation
372 zoning

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Appendix C.6

VERSION III 6/9/75 KEYWORD LEXICON

(Keywords without definitions are assumed, for the moment, to be clear)
ACTION - Formal (may refer to groups or individuals)

Use numbers 101-150 to refer to formally-described statuses (groups or individuals with official titles or labels).

101 administrator. Central office administrator in local district, other than superintendent.

102 advisory group (specify) _____. A group defined as advisory to planners, or to the school itself or some subsystem of it.

103 architect. The firm (or employee of) responsible for design and overseeing construction of the physical plant.

104 Board (central). The actual Board of Education for the system as a whole. Note: sometimes references to "the Board" actually mean a central office administrator (or several of them); in that case give #101.

105 Board (district). The actual Board of Education for a sub-district within a larger system (where that distinction is made).

106 builder. Contractor (or subcontractor) who is or was constructing the physical plant.

107 chairperson. Someone designated to run a meeting (use only if the role is salient in some way).

108 citizen. Someone defined as acting in that role and not as "parent".

109 community liaison. Some (individual) officially charged with linking school and community.

110 community type. The setting of the school: urban, suburban, exurban, rural etc. Use this when the setting is clearly the salient issue at hand, (ex: "these kids are distinctively city kids"; "life in the suburbs puts constraints on what we can plan", etc.

111 consultant (SA). A consultant who is or may be jointly hired by us and the school.

112 consultant (other). Any other consultant, whether actually hired or not.

113 custodian. Role responsible for maintenance and caretaking of physical plant ("janitor" in the old days).

141 dept. head/A.P. A department head within a school, someone with supervisory or leadership responsibility in relation to teachers. In New York City, use this for the A.P. or assistant principal role.

114 educator (non-local). Any professional educator not employed by local district.

115 ethnic/racial group. Any defined, labelled subset of persons (ex: blacks, Chinese, Irish, Spanish-speaking, WASPS). Use for individuals only if the group membership is salient (ex: "I'm lace-curtain Irish and the attitudes toward education we have are "positive"; "you're black but I don't think you speak for the community.")

116 faculty. The teachers of the school being planned, considered as a group.

117 gov't official. Any local, state or federal official.

142 intermediate agency: An educational agency intermediate between the level of the local district and the state department of education, linked to the formal authority structure. Ex.: BOCES, ACES, CES. Use for allusions to agency as an actor, as a system, etc.

143 intermediate agency official. Someone employed by an intermediate agency.

118 leader (formal). The person authorized to direct the planning and implementation process, coordinate, manage, etc. If the principal is appointed and performing this function, use #124 principal.

119 para-professional. Includes teacher aides.

120 parent (individual). One or more parents of students.

121 parent group. A formally-organized group (or representatives of it) which has membership limited to parents (not citizens at large, not a PTA, which includes teachers).

122 parent-teacher group. A formally-organized group (or representatives of it) which includes both teachers and parents as members.

144 planning group. The group which is legitimately defined as responsible for defining policy, desired nature of school, etc., whether or not it is involved in implementation. Use #116, faculty if entire group of teachers are planning. Use #170, planner, for any individual member of planning group.

123 political organization. Community group or association or party directly aimed at re-allocation of resources, exercise of power. (Ex: taxpayers' association, Democratic party, Manhattan Downtown Business Association).

124 principal (focal). The principal of the school being planned/implemented. For InterArts, the "director" of the school, since he/she is in effect a principal.

125 principal (other). Any other principal in the district, or another district. For InterArts, the "director" of similar programs should be given this code, since he/she is in effect a principal.

126 researcher (other). Not one of us.

127 researcher (SA). One of us.

128 salesman. Someone employed by a vendor, aiming to sell supplies, equipment, materials, etc. to the school.

129 school (other). A specific school, elsewhere in the district, or outside it, other than the one being planned.

130 secretary.

145 SED: State Department of Education, referred to as a system.

146 SED official: A specific member of a State Dept. of Education.

131 SES group. Socio-economic status level or "class" (ex: "working class people, "blue collar types", middle class people". May be referred to by occupation: "they're mostly lawyers and doctors"; many fathers work at the Grumman plant as craftsmen", etc. Use this when SES is clearly the salient issue at hand.

132 specialist (Central office). Non-administrative resource person from Central office of district.

133 specialist (school). School-based resource person (not a regular teacher).

134 superintendent (central). The chief line officer in charge of the system (In New York, title is "chancellor"); in county units (Md.) it's "county superintendent"; in most other units it's "superintendent".

135 superintendent (district). Use only where a sub-system composed of several schools exists. In New York, it's "district supt"; in county unit systems (Maryland) it's "area supt." or "area assistant supt."

136 student.

137 teacher. Individual (or several) employed to provide instruction. If all teachers in the school are (or are supposed to be) present, use #116, faculty.

138 teaching team. a group of teachers defined as having interdependent working relationships, with responsibility for a defined group of children.

139 union representative. Anyone defined as legitimately acting for the interest of a teaching, administrative or supervisory association which is recognized as a bargaining agent. May be an official of the union/association, or an appointed or elected representative.

140 voluntary organization. Formally-constituted voluntary group in the community devoted to advancing some interest or providing a service (ex: Little League, historical society, League of Women Voters, etc.) Excludes business firms, government agencies.

ACTORS - Emergent, Informal*

Use items below to refer to emergent, informal statuses (group or individual labels that depended more on how people acted or behaved in this contact than on their "official" label).
These codes should be given whenever the informal status appears to be salient or important in some way (ex: there is a particularly conflictful session, and J. Jones is very successful in reducing tension through jokes and support-giving (code #165, leader (socio-emotional). In subsequent sessions J. Jones is not as visible or needed, so #165 need not be given.)

160 buffer. Someone who works to protect planners/implementers from outside pressures which might hamper their work.

161 core group. Those persons initially and most closely working with the the formal leader. They are usually historically the "old settlers". and the relationship tends to be closer between them and the leader than for other planners. Core group is usually a subset of the planning group (#141).

162 core member. An individual member of the core group (use if only one or several members of core group are either present or alluded to.)

163 evaluator. Someone who actively works to help group or individuals back off, analyze what they are doing, critique it, improve it.

164 implementer. Anyone working directly to bring school into being.

165 leader (socio-emotional). Person(s) who emerge(s) as central figures in the group who assume(s) or is "granted" responsibility for the morale of the group and helps and leads the group in functioning as a unit. (may include: supporting, harmonizing, encouraging, releasing tension, etc Note: This does not necessarily refer to the formally appointed or elected leader (for which, give #113) but rather to person(s) actually having a central or focal role in the socio-emotional aspects of planning and/or implementation.

166 leader (task). Person(s) who emerge(s) as primarily active in leading the group to its accomplishment of the job the group has come together to do. (may include: initiating, coordinating, organizing, pushing for accomplishment, etc.). See Note above under #165.

167 linker. Someone who actively works to make linkages between different statuses (ex: the planners and the central office; the union and the administration; teachers and a resource person). Emphasis on bridging, interpreting, hooking people together.

168 mass media. Newspaper, radio, TV, newsletter, magazine, etc.

169 opinion leader. A natural or indigenous leader in the community, someone who can speak for a constituency with confidence.

170 planner. Anyone defined as legitimately working to define policy, desired nature of school, etc., whether or not he or she is involved in implementation.

171 expert. Someone (from inside or outside the planning effort or the school district) seen as possessing special knowledge or capability.

IF OTHER SALIENT ROLES EMERGE, NOTE ON REVERSE SIDE OF DATA SUMMARY FORM, UNDER Q.2.

PLANNING/IMPLEMENTATION PROCESSES (The emphasis is on how things are being done in and around the planning/implementation group.)

263 circumvention. Use of "non-formal" or nonlegal methods or strategies, avoidin "the letter of the law" in order to accomplish a desired end.

201 commitment. "Ownership" of decisions, goals, policies, plans, or the school itself.

202 complexity management. Any methods used to order and manage data, information plans, etc. to simplify them, make them more comprehensible, etc.

203 conflict management. (Within planners/implementers: use #306 for school itsel

204 constituency development. Operations aimed at building a group of supporters to whom planners/implementers will be accountable.

264 constraint clarification. Efforts to formulate or clarify anything perceived or anticipated to be fixed, given -- a boundary on planning effots. Ex: deadlines, dollar costs, space limitations, hiring rules. Constraints may be imposed externally to the planners, or internally, by them.

205 cooptation. Process of cooling out potential opposition, getting them on side of the coopters.

253 decision-making. The process or methods of making planning and implementation decisions (unilateral, consensus, voting, etc.); or specifying who has the right to decide something.

207 designing. Putting together a plan for particular subsystem or aspect of the school; a subplan.

208 energy depletion. Sapping, loss, draining of energy.

209 energy mobilization. Arousal, release of energy.

210 energy overinvestment. Overload.

211 future-envisioning. Systematic methods for (or act of) sketching or describing possible future states of school and/or its environment (scenarios, Delphi, fantasy, etc.)

212 goal clarification (student outcome). Discussing or specifying goals for the school in terms of desired changes in students. Emphasis on clarification. If goal is simply mentioned in passing, use #316.

213 goal clarification (system properties). Clarifying, specifying goals for the school in terms of its properties. If goal simply mentioned in passing, use #317.

214 goal clarification (benefits). Clarifying or specifying goals for the school in terms of benefits to persons, the district, the community or other entities. If simply mentioned in passing use #318.

215 goal succession. Shifts or changes in goals.

254 group-building. Deliberate efforts to develop a planning/implementation group into a better working team or system (ex: retreats, process discussion etc.)

265 group procedures. For a specific group (ex: a planning committee, a faculty), how work flow is set up. Specific activities, time, and actors: how these are organized to accomplish tasks. Procedures may take place within, or between meetings.

216 implementation. Decisions or actions contemplated or occurring which are taken to bring some aspect of the new school into being. A rather global keyword: only give it when issues of "implementation" as such appear to be salient or important.

261 influence. Efforts to exercise informal power during the course of decision-making on policy or implementation, with the aim of affecting or changing the decision. May be exercised by people within planning group, in the system at large, or in the community.

217 institutionalization. Stabilizing, building in, making durable some feature of the school.

276 inter-organizational linkage. Attention to such linkages (see #361) during the planning process (as contrasted with inter-organizational linkages which are part of the school in operation).

220 knowledge-seeking. Efforts to get information needed for the planning/implementation process. Emphasis on special, expert information or advice, not on routine information (ex: how many chairs were ordered for a classroom).

268 knowledge-sharing. Providing or offering knowledge (special or expert information), whether or not it has been sought or requested.

255 knowledge utilization. How special or expert information gets used in the planning/implementation process. (ex: used "as is", reinterpreted, modified, either at the planning level or the implementation level. See Sam's concept paper.)

222 language (common). Words and phrases with special meaning to the planning or implementing group, as a group. In-group jargon, terms, "shorthand", etc. which would not necessarily be understood in the same way by outsiders.

223 language-experience linkage. Methods used to tie words to direct experience (ex: role playing, visitations, simulation, feedback on implementation, etc.

221 learning. Emphasis on changes in attitudes, knowledge, behavior on part of planners and implementers. See #324 and #325 when emphasis is on learning and development as aspect of school.

266 meeting setting. Specific aspects of the physical setting in which a meeting takes place which are of note, or influence in some way what happened.

224 motive attribution. Making statements about other actors' wishes, wants, desires.

225 myth expression. Alluding to an aspect of the school of the planning/implementation process which has shared meaning, importance, "organizing value". The allusion is really to a version of reality, as defined by a group. The myth may be veridical (tied to reality), or not; in other words, myths can be true or false, as seen by an observer. But they are "true" for those who share the myth. Do not use this for brief terms or phrases as such (give #222 language (common)) if special meanings are involved.

256 plan-describing. Reviewing or outlining some aspect of a plan or sub-plans, previously made.

226 plan flexibility. plasticity or "softness" in a plan, deliberately built in to make implementation easier, more responsive to unforeseen events, etc.

230 plan for planning. Agreed-on tactics for planning/implementation; procedures to be followed in the future. (Ex: subcommittees will meet to develop plans, then report back to whole group; we will put together the objectives during the summer workshop; do a scenario, then figure how to make it happen.) Use #256, plan-describing, to refer to first-level plans (or sub-plans). Plan for planning is a second-level concept: how we will go about producing plans.

227 planning. anticipatory decision-making about policies or states of affairs in the future. This is a very global keyword; only give it when "planning" as such appears rather salient or important for some reason.

231 planning horizon. Chronological limit of specific plan-making.

228 planning/implementation linkage.

229 planning model. The over-all, general, implicit or explicit strategies being followed during the planning/implementation process.

232 policy-making. Agreeing on the general lines of what new school should be lik

233 power base-building. Operations aimed at increasing the ability to exercise power (getting what is wanted). SPECIFY TYPE OF POWER BASE: legitimate (positional authority); coercive (involves punishments); referent (liking); expert (special competence); reward (benefits).

234 power struggle. Contest among two or more actors (individuals or groups) to see who will have more weight in decision-making. Arguments or conflicts as such are not necessarily power struggles; there must be evidence of vying for control.

269 predicting. Making statements about a probable future state of affairs. Use this when predicting behavior is especially salient or important -- do not over-use since predicting is frequent among planners. Use #211, future-envisioning only when systematic methods are being used, rather than the mere act of making a future-oriented statement.

270 publicity. Information dissemination about the planning/development effort, aspects of the school, etc., which is managed by planners to advance their purposes. For information initiated by others, give mass media, #168. If the publicity being managed by planners appears in mass media, then give both keywords (publicity and mass media)

237 recruitment. Methods for locating added people to join the planning/implementation process. Does not include "selection".

238 redesign. Changing something already planned, or already existing.

239 reflexivity. Collecting and feeding back data on the progress of the planning implementation process. For data collection/feedback in school itself, give #308.

240 rehearsal. Practicing behavior as aid to "real" behavior in the future.

257 research relationship. Any aspect of what is going on between the SA researcher and planners/implementers (ex: role of observer, whether feedback is given, whether researcher feels uncomfortable in role, references to "the fly on the wall", etc.)

242 resource acquisition. Planning how to get, or actually getting, money, materials, equipment. Use #220 if "resource" is special knowledge or information.

241 resource allocation. Dividing limited pool of money or people among competing claims. Includes idea of competition for resources.

243 resource identification. Specifying needs for money, materials, equipment, and/or where in the environment those resources might be located. (ex: "we need darkroom equipment. It isn't in the budget, but parents with photography interest might contribute it.")
Use #220 or #255 if resource is special knowledge or information.

250 role accumulation. Addition of role expectations to particular actors (individuals or groups).

235 role confusion. Uncertainty, unclarity about role definitions of planners, implementers or others during planning/implementation.

236 role strain. Pressures arising from overload or role conflict.

262 school-community relationship. How the community and the "school" (which may mean the system in general, the planning/implementation group, or the school which is being created) relate to each other. Relationship may be one of domination by one party, conflict, compromise, etc. See Sam's 3/30/75 notes. See also paper by W.R.Miles and B.D.Bowles suggesting community types ("inert", "dominated", "pluralist", "factional")

244 self-correction. Change in planning/implementation processes based on feedback (see reflexivity).

245 selection. Choosing people to join the planning/implementing process. Use #347 for staff selection for school; #371 for student selection for school.

259 socio-emotional behavior. Behavior in a planning or implementation situation which is particularly effective or ineffective in helping the group or interpersonal situation to function better May include supporting, harmonizing, encouraging, praising, releasing tension, etc. as well as to lack of these when needed. And include ineffective socio-emotional behavior (withdrawal, tension, isolation, suppressed anger etc. This is a global keyword, and should be used only when some aspect of effective or ineffective socio-emotional behavior is particularly salient The behavior need not be necessarily associated with an informal or formal "leader" (though if it is, give #118, or #165 as appropriate).

246 start-up. Activities needed just prior to and during first few days of school

260 task behavior. Behavior in a planning/implementation situation which is particularly effective or ineffective in advancing group or interpersonal work on the task. May include initiating, coordinating, organizing, pressing for accomplishment, summarizing etc. as well as pronounced lack of these when needed. And include ineffective task behavior (ex: wallowing, floundering, blocking, etc.)

This is a global keyword, and should be used only when some aspect of effective or ineffective task behavior is particularly salient.

The behavior need not necessarily be associated with an informal or formal "leader" (though if it is give #118, or #165 as appropriate).

247 thoroughness. Care, completeness, etc. of planning/implementation activities.

248 time investment. Work time putinto planning/implementation.

249 timetabling. Attaching (or trying to attach) particular events or activities to dates in the future (ex: "on June 26 we'll have a full planning day"; "during the third week of August we'll be preparing rosters"; "can't we find a time next week when the committee can meet?")

250 training. Activities aimed at increasing knowledge or skill on part of planners and implementers.

251 uncertainty management. Mechanisms for dealing with fact that future is not known, and plans never turn out as hoped (such as options or contingencies, review periods, forecasting, probability estimates, decision trees, etc.)

252 variety pool expansion. Methods for (or activity of) increasing number and type of alternatives considered during planning and policy-making (ex: brainstorming invites multiple alternatives. But someone who simply says, "Is there another way we could do it?" should not be coded here (unless it turns out that more than one alternative gets surfaced).

ASPECTS OF NEW SCHOOL (The emphasis is on features of the new school itself, the content of planning and implementation processes.)

301 boundary maintenance. Mechanisms or processes which serve to mark off the "edges" of the school in relation to its district or community environment. For geographical boundaries use #373, zoning.

350 budget (district): Plan for money allocation for current or coming year, for school district as a whole (or sub-district in metropolitan area).

302 budget (school): Plan for money allocation for current or coming year, for the school being planned/implemented.

303 collective sentiments: shared emotional states, such as morale, elation, depression, "paranoia".

360 community control: degree to which parents, citizens, community groups, etc. exert influence, share in decision-making, etc. about the school. Implies particular mechanisms or processes.

304 communication (formal): How information is "supposed" to travel.

305 communication (informal): How information travels outside of formal channels.

306 conflict management: How disagreements and differing interests are handled.

307 curriculum: The subjects/content being taught, taken as a whole (or as sub-wholes).

308 data collection/feedback: Any formal or informal mechanism/process through which information is collected and used in the school.

309 discipline: Sanctions used for inappropriate behaviors by students.

310 departmentalization: How teaching staff is divided into areas of specialization

311 equipment: Physical pieces of machinery, desks, etc.

312 evaluation (of school): How school as a whole will be judged or evaluated for effectiveness.

313 extracurricular activities: Activities, usually non-academic, occurring outside the content subjects.

314 food service:

315 friendship groupings: Subgroups, cliques, association among peers, either students or teachers.

316 goals (student outcomes): Desired changes for students. For actual changes give #329.

317 goals (system properties): Desired aspects, features, or states of the school as a system, without clear reference to changes in students.

318 goals (benefits): Good things that will happen to individuals (other than students), to the district, the community, or other entities as a result of the school's existence. For actual benefits give #330, 331, 332, 333.

ASPECTS OF NEW SCHOOL (cont'd)

319 governance: Any influence and/or control arrangement through which major decisions regarding resources are made and implemented.

320 Group definitions. Nature and composition of durable subgroups (students, teachers, & others as members) within the school. May include classes, "family groups", clubs, tutorials, teaching teams, unions, committees, councils, etc.

321 influence (informal): The attempt and/or successful action on the part of one person or group, directing the energy and/or resources of a second person and/or group.

361 inter-organizational linkage: Structures, mechanisms or procedures which enable and facilitate contact with other organizations in the school's environment, such as community agencies, companies, other school districts, state department of education, intermediate agencies (BOCES, etc.). Emphasis is on tie to actual organizations; #365 , school-community linkage applies where linkage is to local community (including specific parents, families, interest groups, etc. whether or not actual organizational linkage is present.)

322 leader behavior: Actions taken by an individual defined formally or informally as "leader", which set direction for another person or group.

323 leader characteristics: Attributes, background of person(s) defined as being in leadership positions.

324 learning/development (individual): Methods for personal and professional growth on part of non-student members of school (ex: in-service training, etc.)

325 learning/development (org.): Methods for improving functioning of school as a system.

326 materials: Books, films, tapes, graphics, etc. which contain organized information and are used to support learning processes.

327 motivation: Needs, disposition to act (ex: achievement, affiliation, power).

328 norms: Emergent "do's and don'ts" specifying appropriate and inappropriate behavior for group or organization members. For official do's and don'ts, see #342, rules. Norms are an informal, emergent code, and help to define the "climate".

362 options: Presence of specific choices which can be exercised by students, parents, teachers or administrators, seen as a deliberate part of the plan for the school. Choices may include which school to attend, which program to enter, which courses to take, which assignment to take, etc. Specify who chooses (role name).

ASPECTS OF NEW SCHOOL (cont'd)

329 outputs (student): Changes (actual) in students. For desired changes give #316.

330 outputs (services): Benefits (actual) to community (ex: shared food service, entertainment, adult ed.). For desired benefits give #318.

331 outputs (personnel): Changes (actual) in adult members of the school which are beyond those necessary to operate the school (ex: development of certified student teachers). For desired changes give #318.

332 outputs (products): Physical materials (ex: brochures, instructional materials, etc.) produced by school and useful to others. For desired materials, give #318.

333 outputs (system impact): Influence (actual) of school on surrounding district. For desired influence give #318.

363 outside education: Learning experiences occurring outside the school setting, but "sponsored" by the school (work experience, field trips, apprenticeships, etc.)

334 performance evaluation (adult): How non-students' work is judged.

336 plant maintenance:

335 plant (physical): Any aspect of the physical building other than space use.

337 philosophy/values: The underlying ideology or beliefs guiding the school.

338 problem-solving: An activity (usually in groups) which attempts to order planning into systematic steps.

364 program: A defined educational "package" with specific supporting materials. May refer to school as a whole (e.g., IGE, IPI, multi-unit school) or (more typically) to a substantial sub-part (nongraded continuous progress plan), or a specific curriculum piece (SRA Reading). The "package" character is the defining characteristic. References to things such as "our math program" or "the outdoor education program" should be coded #307, curriculum, if there is little evidence of a developed package.

339 public relations: Conscious attempts to improve relations between school and audience.

340 reward system: Any form of approval which has been designed to sustain certain desireable behaviors of actors.

341 role definition: What a particular role occupant is supposed to do. SPECIFY ROLE NAME.

342 rules: Officially-promulgated prescriptions and proscriptions. For informal, emergent, peer-supported do's and don'ts, use #328, norms.

343 salaries: Financial reward for service.

365 school-community linkage. Mechanisms/processes which enable communication and/or influence between school and community.

366 security: Activities, personnel, facilities or equipment aimed at preventing theft, vandalism, violence against persons, etc.

374 site: The physical location of a school; the immediate environment around it. Used when planners consider alternate sites (ex: Davenport vs. Urban City). May also be used once school is in place (ex: Lincoln Heights is having trouble with flooding from the nearby creek).

344 space use: How physical space in the plant is (or might be) utilized for particular purposes.

345 staff assignments: How staff are deployed, organized.

346 staff characteristics: Personal attributes such as initiative, drive, warmth.

347 staff selection: Hiring of staff according to some pre-set criteria.

375 staff-student relationships: Nature or quality of contact between teachers and students (ex: warm, collaborative, punitive, relaxed, legalistic, etc.)

367 staff utilization: The total arrangement of roles and assignments.

353 status/prestige: How respect and deference are accorded.

368 student characteristics: (Emphasizing personal rather than aggregate-derived aspects; for the latter, use # 351 , student population.)

369 student grade levels: Designation of student cohorts according to rough chronological age, and/or progress through the school. (ex. K, 1-3, 5; "primary", "intermediate", "freshman", etc.)

349 student grading/evaluation:

350 student grouping basis: How students are allocated to classes or other learning experiences (heterogeneous, homogeneous by reading scores, a curriculum track, etc.) Use # 320 , group definitions, to specify what types of durable groups (classes, family groups, clubs, tutorials, teaching teams, etc.) exist.

351 student population: Numbers of students. Their attributes in terms of socio-economic class, race, ethnicity, neighborhood, type of community, or other aggregate-derived aspects. (For personal characteristics, such as intelligence, initiative-taking, leadership skill, etc. use # 368, student characteristics.)

352 student personnel services: Guidance, counseling, etc.

370 student recruitment: How students are located and/or encouraged to apply for entrance to the school.

371 student selection: How decisions are made admitting students to the school.

372 supplies: Consumable "raw" materials such as paper, pencils, cassette tapes, paint, film, chemicals, chalk, etc.

354 teaching methods: Specific instructional activities carried out by teachers (ex: discussion, role playing, computer-assigned instruction, contract learning, film showing, field trip, science fair, games, lecture, demonstration pupil experiments, etc.)

355 technology (non-student-oriented): Means for organizational accomplishment or maintenance which do not directly impact on the student's learning activities. (ex: management by objectives set-up, budgeting methods, bus scheduling procedures, etc.)

356 time use: How time is used (length of class periods, length of day, etc.)

357 transportation:

373 ✓zoning: Setting the geographical boundaries or limits within which students' residences fall.

Considering this contact as a whole, circle the statement(s) that fit(s) for each theme. Don't force it. Use the "uncertain" box if relevant. Add comments at right if you wish.

Planning/implementation styles				UNCERTAIN	NOTES
1. Plan for planning	Explicit, thought-thru	Mid	Implicit, vague	☐	
2. Adaptiveness	High	Mid	Low	☐	
3. Reflexivity	Sought, open to data	Mid	Resisted, closed to data	☐	
4. Time management	Long run	Mid	Short run	☐	
	Clear	Mid	Unclear	☐	
5. Goals for school	Agreement, consensus	Mid	Disagreement, dissensus	☐	
	Real, linked to action	Mid	Rhetorical, not action-linked	☐	
	Explicit	Mid	Implicit	☐	
	Reaffirmed	Mid	Abandoned	☐	
6. Planning/Implementation Linkages Planners-implementers as a sub-system					
1. Commitment	High	Mid	Low	☐	
2. Educational orientation	Innovative	Mid	Traditional	☐	
3. Task orientation	High	Mid	Low	☐	
4. Socio-emotional orientation	High	Mid	Low	☐	
5. Division of labor	High differentiation	Mid	Low differentiation	☐	
	High integration	Mid	Low integration	☐	
6. Resource management	(no scale) Comments:			☐	
7. Conflict management	Aids goal attainment	Mid	Hinders goal attainment	☐	
8. Power distribution (internal)	Shared	Mid	Centralized	☐	
9. Content orientation	"Socio"-- school as org.	Mid	"Technical"- edu-business	☐	
10. Learning orientation	Strong	Mid	Weak	☐	
11. Internal communication	Open	Mid	Closed	☐	
	Complete	Mid	Incomplete	☐	

Planners/implementers' relations with the environment

		UNCERTAIN	NOTES
1. Initiative	Proactive —— Mid —— Reactive	☐	
2. Socio-political support	Envir. is pro —— Mid —— Envir. is con	☐	
	High support-seeking —— Mid —— Low support-seeking	☐	
3. Knowledge-seeking & utilization	Active —— Mid —— Not active	☐	
4. Influence: from environment in	High —— Mid —— Low	☐	
from group outward	High —— Mid —— Low	☐	
5. Resource acquisition	Aggressive —— Mid —— Passive	☐	
	Adequate —— Mid —— Inadequate	☐	
6. Political skill	High, savvy —— Mid —— Low, naive	☐	
7. Dealing with constraints	(no scale)	☐	

Comments: _____

_____

8. Cooptation

Key roles

1. Researcher:			
Access, rapport	High —— Mid —— Low, Poor	☐	
Intervention	High —— Mid —— Low	☐	
Data quality	High, certain —— Mid —— Low, uncertain	☐	
2. Formal leader	(no scale)	☐	

Comments: _____

_____

3. Consultant	(no scale)	☐	

Comments: _____

_____

Planning/Implementation Styles (how P/I is carried out)

1. Plan for Planning - The existence of some kind of strategy in back of day-to-day tactics. A background planning map, a "metaplan".
Dimension: plan is relatively explicit and visible, relatively implicit, or does not seem to exist at all.

2. Adaptiveness - Whether a planning/implementation strategy proves to be bendable in light of data and experience. Give low when people continue on the same path even when their plan is clearly running into problems; high when there is evidence of alterations being made in the strategy or plan on the basis of new information or experience.

3. Reflexivity - Information flow about system performance or about system-environment relations (consequences of prior actions) which is exchanged in the P/I group. Reflecting about what is going on. Feedback, derived either internally or from the environment, about the facts of the case, the state of the system. (Should be distinguished from knowledge-seeking and utilization, which refers to expert information.) Do the planners/implementers see what is going on, talk about it (and then, under the theme of adaptiveness, do they adapt to it).
Dimension: is this information sought, used, accepted as opposed to walled off, denied, not used.

4. Time Management - Predicting, envisioning, projecting into the future. Planners' general preoccupation with the fact that they have a finite amount of time in which to get a school started. Refers to the fact that they often have a general time frame connected to planning/implementation activities. Use this theme when referring to general scheduling, specific timetabling, preoccupation with deadlines, estimates of how long a job will take, etc.
Dimensions:
1. Short or longterm
2. Clear (realistic) or unclear (unrealistic)

5. Goals - The planners' conception of what they want the school to be and to do. Their objectives and vision.
Dimensions:
1. Consensus/dissensus refers to whether the planning group appears to have some agreement about the general direction of the school.
2. Linked to action vs. not linked to action refers to whether the goal is real (that there is the possibility and the intent to act on it) or rhetoric (that lip service only is paid to it).
3. Explicit and articulated vs. implicit and not articulated. (Noted that this is independent of the others -- could be implicit, linked to action, and high consensus. Or it could be implicit, rhetoric, and have high dissensus. Or explicit and dissensus, etc.)
4. Goal subversion and abandonment vs. sticking to goals and reaffirming them. Are the planners/implementers abandoning their original or major goals for some reason (outside pressure, internal dissatisfaction) or are they sticking to their vision in spite of possible pressure or interference.

The Planners/Implementers as a Sub-System

(The attention here is on the group who are responsible for planning (prior to the appointment of the principal), and/or those who are responsible for implementation (e.g. principal and faculty). If the latter, they are only a sub-system of the total social system of the school, which is not in place until kids become participants, linkages to the community are set up, etc.)

1. Commitment - Refers to the degree of ownership, seriousness, with which they view their task. Could include the degree of vision as well as energy investment, time investment, etc.

2. Educational Orientation - Whether their general orientation is to fall back on tried and tested, familiar solutions and techniques, or to try out things which are risky and new to them.

3. Task Orientation - The attempt to get work done in a thorough and systematic way.

4. Socioemotional Orientation - The degree of social support expressed in the group -- morale building, attendance to personal needs, tension relief, joking, emotional support.

5. Division of Labor - The way tasks are divided up among group members.
   Dimensions:
   1. Degree of Differentiation - How specialized are the roles defined to take care of different tasks.
   2. Degree of Integration - Given the specialization, how well integrated are the different roles into the whole, e.g. degree of communication, exchange, responsibility between roles.

6. Resource Management - The distribution and allocation of resources. Defining priorities for resource allocation. Distributing resources for competing needs. (Unscaled at present)

7. Conflict Management - What is the coping style when there are differences.
   Dimension: Does the coping style aid or block goal attainment.

8. Power Distribution - The distribution of power, influence, decision making among the planners/implementers as a social system. How is power exercised internally.
   Dimension: Is power shared or centralized in one or a few people.

9. Content Orientation - What are they talking about? We are primarily interested in the
   Dimension: Are they spending their energies mostly on technical edubusiness or on considerations of the school as a social system.

10. Learning Orientation - What mechanisms and support systems are provided for the personal learning of the P/I members. What is the philosophy about individuals' learning needs.
   Dimension: Are these methods and philosophies strong or weak.

11. Internal Communication - How does information flow within the planning group. Is it controlled and screened by one or more individuals. Does everyone have access to all information.

Dimensions:

1. Open vs. closed refers to whether everyone has access to the information, or whether it is controlled, screened by one or more persons.
2. Complete vs. incomplete refers to whether the information which is communicated is told in full or whether certain information is screened out selectively.

Relations of the P/I Group With the Environment (District, Community)

1. Initiative - Where is the energy in the group coming from.
   Dimension: Proactive means that the planning body is making moves, taking the initiative to get things done. Reactive means that planning group is acting as a passive responder to other groups' or individuals' initiatives.

2. Socio-political Support - A diagnosis of community support and and analysis of the support-seeking attempts on the part of the planners/school.

Dimensions:

1. Are the relevant portions of the environment for or against the planning/implementation effort.
2. Is the P/I group actively trying to increase its support from the environment.

3. Knowledge Seeking and Utilization - This refers to the energy the group puts into looking for, accepting, and using expert knowledge either from outside or from experts within their own group. The dimension asks whether this seeking and use is active or not.

4. Influence - The degree to which the environment attempts to or succeeds in impinging on the P/I group, and conversely, the degree to which the P/I group can influence and impinge on the outside.

5. Resource Acquisition - The process of getting materials, funding, all resources (including human resources such as personnel) that are needed to start and operate the school.

Dimensions:

1. Do the planners/implementers go about this acquisition and identification of resources in an aggressive or passive manner. Do they actively seek, manipulate, strategize to get needed monies and materials.
2. A more macro judgment which asks if their resources turn out to be adequate or inadequate for the job they have undertaken.

6. Political Skill - The ability of the planners/implementers to maneuver, manipulate, strategize about, and use the environment to their own ends. The dimension asks whether they are naive and ineffective or politically sophisticated and effective.

7. Dealing With Constraints - How the P/I group approaches the question of boundaries, givens, aspects of their work or the environment which are "firm" limits (dollars, people, place, etc.). Do they accept them, work around them (circumvent), question them, etc. No scalar dimension as of now.

Key Roles

1. Researcher - The SA researcher and his/her relationship with what is going on.
   Dimensions:
   1. How good is access and rapport with the setting and people in it?
   2. How much is researcher's behavior intervening in or altering the situation?
   3. How much confidence does the researchers have about the quality and completeness of the data being collected and/or recorded.

2. Formal Leader - What is the behavior of the person formally designated as the chief planner or head of the planning group or line manager of the school (thus, head of the implementation function)? No scalar dimensions as of now.

3. Consultant - What is the behavior of anyone formally defined as a consultant to the P/I group (whether SA-supported or not). Money need not be changing hands, but the role should be defined as the provision of expert help to the P/I group. No scalar dimensions as of now.

5/18/76 ADDITION TO: NEW LEXICON
Version I
12/19/75

Add to Section I, Planning/Implementation Styles:

6. Planning/Implementation Linkage - allusions to, discussions of, consideration of how the on-paper plans of the planning group will get translated into the real school; acutal methods for insuring transfer of intent, program, vision. E.g. in-service training courses for teachers, methods for staff and director selection, publications and publicity done about the school prior to opening. (Unscaled at present)

Add to Section III, Relations of the P/I Group with the Environment:

8. Cooptation - support seeking: The process of cooling out potential opposition.
   1) Classic definition: Selznick: "the process of absorbing new elements into the leadership or policy-determing structure of an organization as a means of averting threats to its stability or existence," occurring as the result of a need "to establish the legitimacy of authority...o: when there is an end of adjustment of the pressure of specific centers of power within the community."
   2) As a frequent element in the circumvention process: the process of finding those people in the system who will collude with you in your non-legal or extra-legal maneuverings, or those people who will simply make it easier for you to get things done within the bureaucratic machinery.

Appendix C.8a

CENTER FOR POLICY RESEARCH, INC.
475 RIVERSIDE DRIVE
NEW YORK, N. Y. 10027
(212) 870-2180

Dear

As an independent, outside research institute, we have been studying the schools in Westgate - and in four other districts - since the fall of 1975. Our research is concerned with the way new schools are planned, the way plans are put into operation, and problems that arise. The research will give answers on what makes a good new school work well. The results will be helpful not only to Westgate, but to teachers and parents elsewhere who are opening new schools.

We have designed this questionnaire in order to get a picture of how this school is functioning right now, as you see it. The questionnaire is not designed to evaluate you or your school in any way, but to yield a descriptive analysis.

It's hard for any questionnaire to capture the living, breathing reality of an organization. We've done our best to ask questions that make sense, and we ask in return that you think about your school and give answers that show how you really feel.

We will preserve the confidentiality of your responses, just as we do the content of our observations when we visit your school. The data are processed by the code number you see on the next page of the questionnaire.

You should tear off this cover letter, since it contains your name, from the rest of the questionnaire in order to insure anonymity. Place the completed questionnaire in the sealed envelope provided, and return it directly to our researcher. No one will see your responses but our research staff.

A general summary of the results in which people are most interested will be made available as soon as the answers have been analyzed, in about a month.

Most of the questions can be answered quickly with a check mark or a circle. Occasionally there is a place to write things in. Your first answer is usually best. Don't worry about the numbers you see at the right of the page--they are for use in data processing.

We think you will enjoy reflecting on how the school is going and answering these questions. Pre-testing has shown that it usually takes about an hour and a half to complete this questionnaire. We sincerely appreciate your taking the time to do so.

Matthew B. Miles

Dr. Matthew B. Miles
Project Director

Wynne Galanter Dan Lauffer

Wynne Galanter, Dan Lauffer
Research Assistants

Code Number 1-3/SA4
4-7/
8-9/
10-11/
12-13/01

CLIMATE

We are interested in the over-all "climate" or atmosphere of this school. Even though this is an intangible quality, there is usually some agreement as to what the climate feels like at any given time. In essence, we are asking, "How does it <u>feel</u> when you work with other people in this school"?

Below, please give us your feeling about the climate by placing a check in the appropriate space. For example:

happy __ : ✓ : __ : __ : __ : __ : __ : __ sad

This would show you thought the climate was quite happy, but not "fully" happy. A check toward the right-hand side would show that you felt the climate was more sad; a check in the middle would suggest that the climate is about equally happy and sad, or neutral.

For each of the pairs of words below, please give your best estimate of the feel of this school. Work quickly, in order to give more spontaneous responses.

exploring	__	__	__	__	__	__	__	taking things as they are	/14
	1	2	3	4	5	6	7		
cooperative	__	__	__	__	__	__	__	uncooperative	/15
routine	__	__	__	__	__	__	__	experimental	/16
supportive	__	__	__	__	__	__	__	not supportive	/17
formal	__	__	__	__	__	__	__	informal	/18
unprofessional	__	__	__	__	__	__	__	professional	/19
creative	__	__	__	__	__	__	__	not creative	/20
trusting	__	__	__	__	__	__	__	suspicious	/21
overloaded	__	__	__	__	__	__	__	not overloaded	/22
arbitrary	__	__	__	__	__	__	__	fair	/23
conservative	__	__	__	__	__	__	__	innovative	/24
honest	__	__	__	__	__	__	__	not honest	/25
fearful	__	__	__	__	__	__	__	not fearful	/26
tentative	__	__	__	__	__	__	__	sure	/27
developing	__	__	__	__	__	__	__	not developing	/28
rigid	__	__	__	__	__	__	__	flexible	/29
	1	2	3	4	5	6	7		

Here are some statements related to the climate of your school. For each statement, please place a check beside the number which best expresses your own feelings.

1. I feel productive in this school. /30

_____1 Always
_____2 Almost always
_____3 Often
_____4 Only sometimes
_____5 Almost never

2. Though teachers work near one another, I feel as if I am on an island by myself. /31

_____1 Always
_____2 Almost always
_____3 Often
_____4 Only sometimes
_____5 Almost never

3. I am just a cog in the machinery of this school. /32

_____1 Always
_____2 Almost always
_____3 Often
_____4 Only sometimes
_____5 Almost never

4. I look forward to coming to work each day. /33

_____1 Always
_____2 Almost always
_____3 Often
_____4 Only sometimes
_____5 Almost never

COMMUNICATION

1. When something comes up in your work that you need to discuss with your immediate superior, do you feel free to express your opinions fully to him or her? /34

_____1 Yes, I feel completely free to express my opinions.
_____2 Usually feel free to express
_____3 About equally divided
_____4 Usually do not feel free to express
_____5 No, I do not feel free at all to express my opinions.

2. As you go about your work from day to day, do you feel you get adequate information in advance about changes which will affect you or your work? /35

_____1 Yes, I get completely adequate information about changes.
_____2 Usually adequate information
_____3 About equally adequate and inadequate
_____4 Usually inadequate information
_____5 No, I get inadequate information; am often in the dark about changes.

3. How receptive are those above you to your ideas and suggestions? /36

_____1 Those in positions above me are completely receptive to my ideas and suggestions.
_____2 Somewhat receptive
_____3 About equally unreceptive and receptive
_____4 Somewhat unreceptive
_____5 Those in positions above me are completely unreceptive to my ideas and suggestions.

4. To what extent are you told what you need to know to do your job in the best possible way? /37

_____1 To a very great extent
_____2 To a great extent
_____3 To some extent
_____4 To a little extent
_____5 To a very little extent

5. How adequate for your needs is the amount of information you get about what is going on in other parts of the school? /38

_____1 The amount of information I get is completely adequate.
_____2 Somewhat adequate
_____3 About equally inadequate and adequate
_____4 Somewhat inadequate
_____5 The amount of information I get is completely inadequate.

GOALS

A. We are interested in your opinions on goals for your school. Please comment on each goal by circling the number which best expresses your own agreement or disagreement with the statement.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Undecided (?)
4 = Agree (A)
5 = Strongly Agree (SA)

	I think this is an important, valid, and worthwhile goal for our school.					Our school is achieving (or on its way to achieving) this goal.					
	SD	D	?	A	SA	SD	D	?	A	SA	
1. To be a place where students would like to be.	1	2	3	4	5	1	2	3	4	5	/39-4
2. To teach students the basic skills.	1	2	3	4	5	1	2	3	4	5	/41-4
3. To foster an atmosphere of trust between adults and children.	1	2	3	4	5	1	2	3	4	5	/43-4
4. To be a place where everybody "succeeds".	1	2	3	4	5	1	2	3	4	5	/45-4
5. To provide a variety of learning environments and activities.	1		3	4	5	1	2	3	4	5	/47-4
6. To provide personalized and individual programming and instruction.	1	2	3	4	5	1	2	3	4	5	/49-5
7. To try out innovative uses of space in the educational program.	1	2	3	4	5	1	2	3	4	5	/51-5
8. To enable teachers to feel less isolated in their classrooms, to feel more cooperative.	1	2	3	4	5	1	2	3	4	5	/53-5
9. To aid the personal development of students into mature, healthy and stable adults.	1	2	3	4	5	1	2	3	4	5	/55-5
10. To give teachers a substantial role in setting policy.	1	2	3	4	5	1	2	3	4	5	/57-5
11. To teach students to set their own goals and impose their own deadlines.	1	2	3	4	5	1	2	3	4	5	/59-6
12. To provide a good learning environment for low motivated kids with poor basic skills.	1	2	3	4	5	1	2	3	4	5	/61-6
13. To provide a systematic process for assessing the effectiveness of the educational program.	1	2	3	4	5	1	2	3	4	5	/63-6

		SD	D	?	A	SA	SD	D	?	A	SA	
14.	To improve learning opportunities for gifted and talented children	1	2	3	4	5	1	2	3	4	5	/65-6
15.	To develop good relations with the community.	1	2	3	4	5	1	2	3	4	5	/67-6
16.	To utilize different ways of grouping students, in addition to/in place of traditional grade distinctions.	1	2	3	4	5	1	2	3	4	5	/69-7
17.	To increase students' feelings of self-acceptance and self-esteem.	1	2	3	4	5	1	2	3	4	5	/71-7
18.	To include 'special education' students in the mainstream of school activities.	1	2	3	4	5	1	2	3	4	5	/73-7
19.	To provide special counseling services for students.	1	2	3	4	5	1	2	3	4	5	/75-7
20.	To provide for increased capability for future educational change in the district.	1	2	3	4	5	1	2	3	4	5	/77-7

B. In this section we are interested in finding out what your perceptions are about the way goals are identified, how goals are formed and the amount of commitment there is toward them. Please respond to each item by circling the number which best expresses your own agreement or disagreement with the statement. /79-80/

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Undecided (?)
4 = Agree (A)
5 = Strongly Agree (SA)

CD#2
12-13/02

		SD	D	?	A	SA	
1.	Faculty members have been given sufficient opportunity to discuss and define our school's goals.	1	2	3	4	5	/14
2.	In our school, practically speaking, goals do not matter too much--it's our day to day work that counts.	1	2	3	4	5	/15
3.	The goals of this school are pretty much determined by the regular curriculum guides.	1	2	3	4	5	/16
4.	In our school goals are overtly accepted but covertly resisted strongly.	1	2	3	4	5	/17
5.	In our school mostly only the administration feels responsibility for the goals; the typical faculty person feels very little responsibility.	1	2	3	4	5	/18

DECISION-MAKING

During a typical school year, many decisions must be made. Not all people influence any particular decision, and the degree of influence of different persons generally varies with the practices being decided upon.

Please indicate, in your opinion, the degree of influence each of the persons or groups listed below has actually had during this school year so far. Use this code:

0 = Usually has no influence
1 = Usually has minor influence
2 = Usually has moderate influence
3 = Usually has decisive influence
? = I don't know

In each box, write in the number that shows how much influence each individual or group has.

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DECISIONS	You Yourself	School Board	Superintendent	Other Central Office Administrators	Principal	Teaching Teams or Grade-level Groups	Specialists (guidance, child study team, etc.)	Teachers as a Group	Students	Parents	PERSONS OR GROUPS
Example: Assignment of teachers to classes	2	1	1	2	3	1	1	0	0	1	
Methods of instruction											19-28
Evaluation of teachers											29-38
Handling of "problem children".											39-48

Here is the same list of decisions. Please look at them and think how much influence you think the various individuals and groups OUGHT to have. This may be the same as, or different from, what they actually DO have.

Write in the number that shows how much influence you think each individual or group OUGHT to have.

0 = Ought to have no influence
1 = Ought to have minor influence
2 = Ought to have moderate influence
3 = Ought to have decisive influence
? = I don't know

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	PERSONS OR GROUPS										
DECISIONS	You Yourself	School Board	Superintendent	Other Central Office Administrators	Principal	Teaching Teams or Grade-level Groups	Specialists (guidance, child study team, etc.)	Teachers as a Group	Students	Parents	
Example: Assignment of teachers to classes	2	0	1	1	3	2	0	1	1	1	
Methods of instruction											49-58
Evaluation of teachers											59-68
Handling of "problem children".											69-78

79-80/

LEADERSHIP

I. YOUR PRINCIPAL

If you are a teacher, or are some other professional based in this school building, please answer the following questions about your principal. To what extent does your principal engage in the following kinds of behavior? In answering, please circle the one number in each row that best describes the behavior of your principal.

CD#3 ___
12-13/03

	Never	Almost never	Occasionally	Frequently	Almost always	Always	I do not know	
1. Gives teachers the feeling that their work is an "important" activity.	1	2	3	4	5	6	7	/14
2. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.	1	2	3	4	5	6	7	/15
3. Takes a strong interest in my professional development.	1	2	3	4	5	6	7	/16
4. Makes teachers' meetings a valuable educational activity.	1	2	3	4	5	6	7	/17
5. Helps to eliminate weaknesses in his/her school.	1	2	3	4	5	6	7	/18
6. Treats teachers as professional workers.	1	2	3	4	5	6	7	/19
7. Helps teachers to understand the sources of important problems they are facing.	1	2	3	4	5	6	7	/20

Please go on to the next page.

Please continue as before.

	Never	Almost never	Occasionally	Frequently	Almost always	Always	I do not know	
8. Displays a strong interest in improving the quality of the educational program.	1	2	3	4	5	6	7	/21
9. Brings to the attention of teachers educational literature that is of value to them in their jobs.	1	2	3	4	5	6	7	/22
10. Has constructive suggestions to offer teachers in dealing with their major problems.	1	2	3	4	5	6	7	/23
11. Gets teachers to upgrade their performance standards in their classrooms.	1	2	3	4	5	6	7	/24
12. Maximizes the different skills found in faculty.	1	2	3	4	5	6	7	/25
13. Makes a teacher's life difficult because of administrative ineptitude.	1	2	3	4	5	6	7	/26
14. Runs conferences and meetings in a disorganized fashion.	1	2	3	4	5	6	7	/27
15. Has the relevant facts before making important decisions.	1	2	3	4	5	6	7	/2
16. Displays inconsistency in decisions.	1	2	3	4	5	6	7	/2
17. Procrastinates in decision making.	1	2	3	4	5	6	7	/3

Please go on to the next page.

Please continue as before.

	Never	Almost never	Occa-sion-ally	Fre-quently	Almost always	Always	I do not know	
18. Requires teachers to engage in unnecessary paper work.	1	2	3	4	5	6	7	/31
19. Displays integrity in behavior.	1	2	3	4	5	6	7	/32
20. Puts you at ease ease when you talk.	1	2	3	4	5	6	7	/33
21. Makes those who work together feel inferior.	1	2	3	4	5	6	7	/34
22. Develops a real interest in your welfare.	1	2	3	4	5	6	7	/35
23. Develops a "we feeling" in working with others.	1	2	3	4	5	6	7	/36
24. Rubs people the wrong way.	1	2	3	4	5	6	7	/37

Is there anything else you'd like to say about your principal's leadership?

_____

_____ /38

_____

TEACHING METHODS

1. Here is a list of teaching methods which may be used in the classroom. Please go through the list and circle a number showing how much you have used each one since school opened this fall. (If you are not a teacher, SKIP to page 13, question 12.)

	Have not used this year so far	Used less than once a week	Used at least once a week	Used two or three times a week	Used virtually every day	
1. Whole class in group discussion with teacher leading.	1	2	3	4	5	/39
2. Small group discussion with the teacher leading.	1	2	3	4	5	/40
3. Whole class in group discussion with student leading.	1	2	3	4	5	/41
4. Small group discussion with student leading	1	2	3	4	5	/42
5. Teacher lecturing, explaining, demonstrating.	1	2	3	4	5	/43
6. Students doing individual, self-directed study.	1	2	3	4	5	/44
7. Students using workbooks, packets or self-teaching materials.	1	2	3	4	5	/45
8. Individual students or small groups (less than 5) using audio-visual aids.	1	2	3	4	5	/46
9. Whole class using audio-visual aids.	1	2	3	4	5	/47
10. Other (Please specify)	1	2	3	4	5	/48

_____

_____

2. Thinking of the way you have been teaching this year, would you say it has changed from the way you were teaching last year?

_____1 Yes, my teaching has changed a great deal
_____2 It has changed quite a bit
_____3 It has changed some
_____4 It has changed very little
_____5 No, it hasn't really changed from last year /49

3. If there have been changes, could you describe them briefly?

_____
_____ /50

4. During the rest of this school year, are there any things you would like to change about the way you are teaching?

_____1 Yes
_____2 Maybe
_____3 No /51

5. What are some of the things you might like to change? _____ /52
_____

6. Some of your energy as a teacher goes into planning your work, and some into the teaching itself. Thinking of the energy you have been putting in on planning (both in school and out), how does it compare to last year?

_____1 Planning is taking much more energy this year than last
_____2 It is taking somewhat more
_____3 It's about the same
_____4 It is taking somewhat less
_____5 It is taking much less energy this year than last /53

7. And how about the energy you have been putting in on actual teaching itself?

_____1 Teaching is taking much more energy this year than last
_____2 It is taking somewhat more
_____3 It's about the same
_____4 It is taking somewhat less
_____5 It is taking much less energy this year than last /54

8. Looking at your answers to questions 6 and 7, can you say why you answered as you did?

_____
_____ /55

9. Do vou feel any pressure from anyone to change the way you teach?

_____1 No, I don't feel any pressure to change, at all (SKIP to question 12 below)
_____2 I feel a little pressure /56
_____3 I feel some pressure
_____4 I feel quite a lot of pressure to change the way I teach

10. Where do you feel this pressure comes from? (check all that apply)

_____1 Central office administrators
_____2 The principal
_____3 Other teachers in my team or grade level
_____4 Other teachers outside my team or grade level /57
_____5 Parents
_____6 Students
_____7 Specialists like guidance or psychological services team
_____8 Specialists like art or gym teachers
_____9 Supplemental teachers like reading, ESL, speech, etc.

11. Could you describe briefly what the pressures are like--what you feel different people want you to change toward?

/58

_____

_____

_____

12. The phrase "open education" is used a lot today. Could you give us, in a few words, your own definition of what it is?

/59

_____

_____

_____

13. Keeping your own definition in mind, how do you feel about this kind of education?

_____1 I favor it very strongly
_____2 I favor it quite a bit
_____3 I favor it some
_____4 I am more or less neutral about it /60
_____5 I have some doubts about it
_____6 I have many doubts about it

14. Still keeping your own definition in mind, what would you say about your own teaching this year? (If you are not a teacher, SKIP to page 17)

_____1 My teaching fits the definition exactly
_____2 My teaching fits the definition pretty closely
_____3 My teaching fits the definition to some degree
_____4 My teaching does not fit the definition too closely
_____5 My teaching does not fit the definition at all /61

15. Feedback on the quality of your teaching can be defined as pertinent and specific information reported back to you after someone has observed your teaching. Here is a list of members of your school who could possible give such feedback to you. For each one, circle the number that shows how frequently you have gotten feedback on your teaching since school began this fall.

	Never	Once	Twice	Three to five times	More often	
Principal	1	2	3	4	5	/62
Other teachers in my team or grade level group	1	2	3	4	5	/63
Parents	1	2	3	4	5	/64
Students whom you teach	1	2	3	4	5	/65
Specialists (guidance, child study team)	1	2	3	4	5	/66
Supplemental teachers (like reading, ESL, speech, etc.)	1	2	3	4	5	/67
Central office administrators	1	2	3	4	5	/68
Others (please specify) _____	1	2	3	4	5	/69

16. Regardless of how much feedback you have actually received, for each individual or group, please circle the number which best expresses the extent to which you would value feedback from that person or group.

	I would value feedback from this source...					
	Highly	Quite a bit	Somewhat	Slightly	Not at all	
Principal	1	2	3	4	5	/70
Other teachers in my team or grade level group	1	2	3	4	5	/71
Parents	1	2	3	4	5	/72
Students whom you teach	1	2	3	4	5	/73
Specialists (guidance child study team)	1	2	3	4	5	/74
Supplemental teachers (like reading, ESL, speech, etc.	1	2	3	4	5	/75
Central office administrators	1	2	3	4	5	/76
Others (please specify)	1	2	3	4	5	/77

CD#4
12-13/04

17. In your team or grade level group, about how much time--both the time provided in the schedule and your own time--do you usually spend together on planning the educational program for your grade every week? (Check one)

___1 An hour or less
___2 Up to 2 hours
___3 3-4 hours
___4 5-7 hours
___5 More than 7 hours a week

/14

18. When you are planning together, how do you usually spend your time? Use this code:

1	Most of our time is spent on this
2	A lot of time is spent on this
3	Some of our time is spent on this
4	Little or no time is spent on this

Circle 1,2,3, or 4 for each item to show how you spend your time.

	Most	A lot	Some	Little	
a. planning specific learning activities	1	2	3	4	/15
b. curriculum generally	1	2	3	4	/16
c. coordination of activities	1	2	3	4	/17
d. discussion of individual students	1	2	3	4	/18
e. diagnosis of learning problems in the group	1	2	3	4	/19
f. preparation of learning materials	1	2	3	4	/20
g. student record keeping	1	2	3	4	/21

19. Is the planning time provided during the typical school week,

___1 more than enough.
___2 adequate/enough.
___3 too little .
___4 much too little.
___5 there is no planning time.

/22

20. Do any of the following participate in planning for your grade?

	Never	Occa-sionally	Quite often	Almost always	
Central office administrators	1	2	3	4	/23
The principal	1	2	3	4	/24
Specialists (guidance or child study team)	1	2	3	4	/25
Parents	1	2	3	4	/26
Supplemental teachers (like reading, ESL, speech, etc.)	1	2	3	4	/27
Teachers from other teams or grades in the school	1	2	3	4	/28
Others (please specify)	1	2	3	4	/29

21. Please think over the way you have planned with other members of your team or grade level group over the past month or two. Considering different subjects, what has your planning looked like? (circle a number for each subject)

	We have coordinated our planning for...				
	None of our work	A little of our work	Some of our work	All of our work	
Reading	1	2	3	4	/30
Math	1	2	3	4	/31
Social Studies	1	2	3	4	/32
Science	1	2	3	4	/33
Language Arts	1	2	3	4	/34
Other: _____	1	2	3	4	/35

22. Has your pattern of planning with the other members of your team or grade level group changed any since the start of the year? If so, please describe briefly:

_____

_____ /36

23. When your team or grade level group members have <u>carried out</u> plans you made together, how was it carried out usually?

	We each did the same thing with our classes, separately	One or two of us took the whole group of students	We took students from each other's classes	
Reading	1	2	3	/37
Math	1	2	3	/38
Social Studies	1	2	3	/39
Science	1	2	3	/40
Language Arts	1	2	3	/41
Other: _____	1	2	3	/42

24. Did you have any other patterns of carrying out plans that are not mentioned above? If so, please describe them briefly.

_____

_____ /43

IF WE HAD ALL THE TIME....

Staff time and money are always limited. But suppose they weren't. Imagine that you could schedule all the added time of other staff that you wanted, to help you be as effective as possible in supporting children's learning.

Circle a number showing how you would ideally schedule these staff members' time for work with you and the children you teach.

(If you are not a teacher, please give your ideal judgment for how often you think each type of staff member should work with the average teacher.)

	Only rarely	Once or twice a month	Almost every week	Several times a week	Sometime every day	Most of every day	
The principal	1	2	3	4	5	6	/44
Student teacher	1	2	3	4	5	6	/45
Parent aide	1	2	3	4	5	6	/46
Guidance counselor	1	2	3	4	5	6	/47
School psychologist	1	2	3	4	5	6	/48
Learning disability specialist	1	2	3	4	5	6	/49
Social worker	1	2	3	4	5	6	/50
Reading specialist	1	2	3	4	5	6	/51
Math specialist	1		3	4	5	6	/52
Other teachers in this school outside my grade level	1	2	3	4	5	6	/53
Experienced teachers from other open-space schools	1	2	3	4	5	6	/54
Central office administrators	1	2	3	4	5	6	/55
Other: _____	1	2	3	4	5	6	/56

TEACHING MATERIALS

By teaching materials we mean teaching and learning aids (books, tests, learning packages, exercises, films, tapes, etc.) which are crucial for your educational program.

1. As you carry out your activities, do you have an adequate supply of teaching materials?

   _____1 Yes, very adequate
   _____2 Quite adequate
   _____3 Not very adequate
   _____4 Not adequate at all

   /57

2. In your opinion, are the teaching materials available appropriate in terms of the regular curriculum guides?

   _____1 Yes, very appropriate
   _____2 Quite appropriate
   _____3 Not very appropriate
   _____4 Not appropriate at all

   /58

3. Have you run into any problems in relation to materials so far this year?

   _____1 Yes
   _____2 No

   /59

   If yes, please describe briefly: _____

   _____

4. In order to achieve educational goals for your students, is it ever necessary for you to seek materials in addition to or in place of those materials which are routinely provided by the school?

   _____1 No, it is never necessary
   _____2 It's rarely necessary
   _____3 It's occasionally necessary
   _____4 It's frequently necessary

   /60

5. If it is necessary for you to obtain materials not routinely provided by the school, which of these sources have you used? (Check as many as you use.)

   _____1 Colleagues in this school
   _____2 Colleagues at other schools
   _____3 Local business or other community sources
   _____4 School district or Board of Education office of supplies
   _____5 Outside educational supplier
   _____6 Self (my own files, or made it up)
   _____7 Other: _____

   /61

CLASSROOM LIFE

We are interested in the way things usually happen in your grade level, with the children you teach. (If you are not a teacher, SKIP to page 21.)

A. For each of the items below, please circle a number to show how often each statement is true for your students, considering the past month or so of school.

	Always	Often	Some-times	Rarely	Never	
1. Students use one basic text for their lessons and assignments.	1	2	3	4	5	/62
2. Most students may talk to other students while they work.	1	2	3	4	5	/63
3. For most lessons and assignments, there is a definite time for students to begin work and to complete the assignment.	1	2	3	4	5	/64
4. Many lessons and activities are going on in class at the same time.	1	2	3	4	5	/65
5. Students may move about the room without asking permission.	1	2	3	4	5	/66
6. Students are given several alternative assignments from which they can choose the ones they want to work on for that period.	1	2	3	4	5	/67
7. Students must ask permission to use the blackboard, film projectors or other special equipment and materials.	1	2	3	4	5	/68

8. For most lessons, how many students in each class are usually taught the same lesson at the same time? (Check one).

_____1 The whole class.
_____2 Large groups (about 15 students).
_____3 Small groups (about 5 students). /69
_____4 No groups. Individuals only.

9. How often do most of your students work in school on projects that they think up completely on their own?

_____1 Never.
_____2 Hardly ever.
_____3 Once in a while. /70
_____4 Very often.
_____5. Almost every day.

10. How often, on the average, do you get to meet individually with each student to review his progress?

_____1 Every day.
_____2 At least once a week.
_____3 At least once a month.
_____4 At least once each term.
_____5 No regular basis, only as needed.
_____6 Other (describe: _____

/71

Please continue to circle a number showing how often each statement is true for your students.

	Always	Often	Some times	Rarely	Never	
11. If students work slower on a lesson than some other students, they can continue to work on it while the others start a new lesson.	1	2	3	4	5	/72
12. There are many opportunities for students to work on their own for two weeks or more before checking with a teacher.	1	2	3	4	5	/73
13. In class the students have assigned seats.	1	2	3	4	5	/74
14. Students may ask other students to help them with their work.	1	2	3	4	5	/75
15. If students think of something to do that is interesting to them but unrelated to classwork they may work on it during class time.	1	2	3	4	5	/76
16. If they finish a lesson before others are done, students may not start a new lesson (but may do extra work) until the class is ready to go on.	1	2	3	4	5	/77
17. In most classes students are told specifically what they should work on each day.	1	2	3	4	5	/78

18. How often do your students have free time when they can do anything they want to do? (Check one).

_____1 Never.
_____2 Very few days.
_____3 Some days.
_____4 Most days.
_____5 Every day.

/79

19. Is there anything else that is typical or usual in your classroom?

_____

_____

/80

CD#5
12-13/05

DO'S and DONT's

Any group such as a school faculty has informal "do's and don'ts"--a code of what is appropriate or inappropriate behavior. They aren't written down, but they're there.

Please think about the climate of this faculty--its "do's and don'ts". Suppose a friend of yours from outside the faculty was interested in a teaching position here and asked you to give him or her an idea of what the do's and don'ts are.

For each of the items below imagine that your friend has asked about the item and circle the answer that gives your best guess about its appropriateness. Sometimes the reaction might be "mixed" with no clear feeling one way or the other--if so circle the ? at the right.

If a member of this faculty did this:	MOST PEOPLE WOULD FEEL IT WAS... Definitely Appropriate	Somewhat Appropriate	Somewhat Inappropriate	Definitely Inappropriate	or...The REACTION WOULD BE MIXED	
1. Kept his or her feelings unspoken, "close to the vest".	1	2	3	4	5	/14
2. "Talked shop" with other teachers over lunch.	1	2	3	4	5	/15
3. Pushed for new ideas even though they seemed vague or unusual	1	2	3	4	5	/16
4. Told another teacher what he/she really thought of their work.	1	2	3	4	5	/17
5. Asked others who seemed upset to express their feelings directly.	1	2	3	4	5	/18
6. Admitted frankly that he/she had problems in teaching.	1	2	3	4	5	/19
7. Told other teachers that he/she felt impatient or irritated with what they had said or done.	1	2	3	4	5	/20
8. Asked others for personal support.	1	2	3	4	5	/21
9. Pointed out others' mistakes	1	2	3	4	5	/22
10. Disagreed with the principal when he/she knew more about the issue than he does.	1	2	3	4	5	/23
11. Asked other teachers for help with a teaching problem	1	2	3	4	5	/24
12. Said we should stick with familiar ways of doing things.	1	2	3	4	5	/25
13. Expressed concern in a team or grade meeting about another teacher's teaching problem.	1	2	3	4	5	/26

HELPING

In any school, people have problems they don't feel able to solve alone. In this section we are interested in how you feel about giving help to other people, and about receiving it when you need it.

For each of the items below, circle a number to show whether you agree or disagree with the statement.

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree	
1. I really like pitching in and helping groups accomplish their tasks.	1	2	3	4	5	/2
2. I think there are many reasons why you should not offer your aid to a friend when she is having a problem with teaching.	1	2	3	4	5	/2
3. I feel uneasy trying to help people with personal issues when there are others around.	1	2	3	4	5	/2
4. I am not really very skill-full when it comes to helping an individual in a group with her job.	1	2	3	4	5	/3
5. I don't like to get involved in another person's troubles.	1	2	3	4	5	/31
6. I can always perceive when a friend of mine needs help with some job.	1	2	3	4	5	/32
7. Offering sympathy to people when there are many people present is a waste of time.	1	2	3	4	5	/33
8. I think I am effective at helping people who are upset.	1	2	3	4	5	/34
9. In group settings where some-body obviously needs some emotional support, I am quite skillful at providing that support.	1	2	3	4	5	/35
10. Most people inwardly dislike putting themselves out to help other people.	1	2	3	4	5	/36

Please continue as before.

		Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree	
11.	If someone comes up with a teaching problem during a meeting, I make an extra effort to try and help them.	1	2	3	4	5	/37
12.	I often find myself helping other teachers with problems they tell me about with students or parents.	1	2	3	4	5	/38
13.	In a meeting, when someone needs emotional support, I really try to give it.	1	2	3	4	5	/39
14.	My friends in this school know me as a real helper when they feel personally upset.	1	2	3	4	5	/40
15.	If a new teacher is running into a work problem, I always offer help.	1	2	3	4	5	/41
16.	When a new teacher feels upset, I really try to listen.	1	2	3	4	5	/42

17. Thinking of the times you have run into problems with your work so far this year:

___1 I never got any help from anyone else

___2 I got a little help from others, but not much /43

___3 I got some help

___4 I got quite a bit of help

___5 I really got a lot of help, all that I needed

18. And what happened this year when you felt personally discouraged, upset, or worried?

___1 I never got any help or support from anyone at the school

___2 I got a little help from others at the school, but not much

___3 I got some help /44

___4 I got quite a bit of help

___5 I really got a lot of help and support, all that I needed

NEW EDUCATIONAL PRACTICES

I. Many schools are trying out new educational practices. A number of such practices are listed below. In the first column, circle YES, ?, or NO to show whether you have used this practice before this year. Use the ? if you are not sure. Go on across the row circling the answers which best express your opinion about that practice.

		Have you used it before this year? (1) (2) (3)	Are you using it Now? (1) (2) (3)	Do you think it is a good practice? (1) (2) (3)	Should it be tried (or continued) in this school? (Irrespective of your personal preference) (1) (2) (3)	
A.	Team teaching. An arrangement in which two or more teachers plan and execute together the instructional program for a number of pupils, usually in the same or adjoining rooms.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/45-48
B.	Learning centers. Places in each grade level where students can find and use materials in a particular subject, such as science or math.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/49-52
C.	Open education. General approach to teaching and learning built around children's individual needs, provides variety of experiences, and involves students in planning and evaluating their own work.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/53-56
D.	Multigraded classes. Pupils traditionally assigned to one of two or three sequential vertical grades are assigned to single classes comprising two or more grade levels.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/57-60

		Have you used it before this year? (1) (2) (3)	Are you using it Now? (1) (2) (3)	Do you think it is a good practice? (1) (2) (3)	Should it be tried (or continued) in this school? (Irrespective of your personal preference) (1) (2) (3)	
E.	Student teacher. College students who as part of their formal training work in the classroom under teacher supervision.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/61-64
F.	Self-teaching materials. Workbooks, kits or packets a child can use alone, without the aid of a teacher to correct asnwers or explain.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/65-68
G.	Student tutoring. Using students, either in the same grade or upper grades, to give direct one-to-one learning assistance to other students.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/69-72
H.	Parental participation. The use of parents as part of daily classroom activities or in special areas such as the library on a regular basis.	YES ? NO	YES ? NO	YES ? NO	YES ? NO	/73-76

CD#6
12-13/0

II.

1. Have you, since you became associated with this school, had some idea for an new educational practice which you believe would improve the working of your school (beyond a particular classroom)?

_____1 Yes
_____2 No (If no, SKIP to page 27). /14

2. Please describe briefly (a) what was your idea?, and (b) what educational need or problem is there in the school which you feel your idea would help to meet or resolve?

/15-16

_____

_____

_____

_____

3. Where did that idea come from? Please check as many sources as needed.

17/ __ You yourself
18/ __ Parent(s)
19/ __ Student(s)
20/ __ Teachers or administrators in your district or school
21/ __ Specialist in your district
22/ __ Local or state teachers' association materials or meetings
23/ __ Local School Board
24/ __ Textbooks, manuals, curriculum guides
25/ __ In-service training (workshops, courses, etc.)
26/ __ Teachers or administrators from other districts
27/ __ Visits, observation of innovative practices in other schools
28/ __ Conferences outside the district
29/ __ Consultant from university, educational lab, state department, Research & Development Center, etc.
30/ __ Regional center (Educational Improvement Center) materials or staff
31/ __ Educational journals or newsletters
32/ __ Research reports or monographs
33/ __ Mass media (books by non-professionals, magazines, TV)
34/ __ Pre-service training (teacher college courses, practice teaching, etc.)
35/ __ Graduate courses or workshops
36/ __ Abstracts or documents from ERIC (Educational Resources Information Center, United States Office of Education)
37/ __ Other sources of information or advice. What?

_____

_____

_____

4. To whom did you communicate your idea? (Check as many as apply)

38/ __ A regular teacher in my building
39/ __ Special teacher (like art and gym)
40/ __ Supplemental teacher (like reading, ESL, speech, etc.)
41/ __ Teacher in another building
42/ __ My principal
43/ __ Curriculum committee
44/ __ Student
45/ __ Superintendent
46/ __ Board member
47/ __ Central office administrator
48/ __ Parent
49/ __ Guidance or psychological service worker
50/ __ Other _____
(Please specify)

5. Was your idea tried out in your school or the school system?

__1 Yes, it was tried, or is being tried.
__2 It's being considered.
__3 No, it was considered and turned down. /51
__4 No, it was not even considered.
__5 I don't know.

PROBLEMS

1. In most schools there are a variety of problems which must be solved if the school is to do a better job. Listed below is a series of such problems. To what extent is each of these potential problems actually a problem in this school?

This is ... 3 = A serious problem in this school.
2 = A moderate problem in this school.
1 = A minor problem in this school.
0 = Not a problem in this school.
? = Don't know.

		(Circle one)					
		Serious	Moderate	Minor	Not	Don't know	
a.	Inadequate physical plant	3	2	1	0	?	/52
b.	Classroom furniture (inappropriate type or amount)	3	2	1	0	?	/53
c.	Noise interfering with teaching/learning	3	2	1	0	?	/54
d.	Student behavior and discipline	3	2	1	0	?	/55
e.	Learning disabilities of students	3	2	1	0	?	/56
f.	Inadequate supervision and assistance for teachers	3	2	1	0	?	/57
g.	Staff morale	3	2	1	0	?	/58
h.	Inadequate curriculum	3	2	1	0	?	/59
i.	Ineffective classroom procedures	3	2	1	0	?	/60
j.	Lack of clear objectives and goals	3	2	1	0	?	/61
k.	Community dissatisfaction with the school	3	2	1	0	?	/62
l.	Social or ethnic differences in the community	3	2	1	0	?	/63
m.	Conflicting parental expectations for the school	3	2	1	0	?	/64
n.	Staff overload (too much work)	3	2	1	0	?	/65
o.	Poor relations with parents	3	2	1	0	?	/66
p.	Inadequate numbers of aides and similar support staff	3	2	1	0	?	/67
q.	Bureaucratic regulations from school system as a whole	3	2	1	0	?	/68
r.	Poor functioning teaching teams or grade level groups	3	2	1	0	?	/69
s.	Lunchroom management and procedures	3	2	1	0	?	/70
	Are there other problems in the school: _____						/71

CD#7
12-13/07

2. Thinking of problems like the ones you have indicated as serious or moderate problems, how often do various groups and individuals in this school get involved in dealing with them? (Circle a number for each group or individual).

	Never	Seldon	Often	Usually	Always	
The principal	1	2	3	4	5	/14
Teaching teams or grade level groups	1	2	3	4	5	/15
The faculty as a whole	1	2	3	4	5	/16
The individual teacher	1	2	3	4	5	/17
Specialist such as guidance or child study team	1	2	3	4	5	/18
Central office administrators	1	2	3	4	5	/19
Board of Education	1	2	3	4	5	/20
The principal and central office administrators together	1	2	3	4	5	/21

3. In most schools, there are typical "styles" of dealing with problems like the ones mentioned above. How typical is each one of these styles in this school? (Circle a number for each).

STYLE	Very typical	Somewhat typical	Not too typical	Not typical at all	
Deny there is a problem	1	2	3	4	/22
Find a way around it	1	2	3	4	/23
Explicitly decide to postpone action	1	2	3	4	/24
Argue, debate about it, but don't decide	1	2	3	4	/25
Explicitly decide to "live with the problem"	1	2	3	4	/26
Drift, do nothing	1	2	3	4	/27
Face the problem and work it through	1	2	3	4	/28
Get expert information or advice	1	2	3	4	/29
Make a plan to forestall the problem arising in the future	1	2	3	4	/30
Sweep it under the rug	1	2	3	4	/31

MEETINGS

The philosopher Martin Buber once said, "All life is meeting." No matter how that statement makes you feel, you will probably agree that schools hold a lot of meetings, and that much depends on their quality.

A. We would like you to consider one of these types of meetings--one which is important to you, and to which you go regularly. Specifically:
If you are a teacher, please consider meetings of your teaching team or grade level group.
If you are not a teacher, SKIP to page 30.

* *

Name of the meeting you are considering _____ /32

How often does it usually meet? _____ /33

Length of typical meeting _____ /34

For each item, circle a number showing how typical that item is in your team or grade level group meetings.

		Very typical	Somewhat typical	Not too typical	Not typical at all	
1.	When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.	1	2	3	4	/35
2.	When the group is thinking about a problem, at least two or three different solutions are suggested.	1	2	3	4	/36
3.	People feel antagonistic or negative during the meeting.	1	2	3	4	/37
4.	From time to time in the meeting, people openly discuss the feelings and working relationships in the group.	1	2	3	4	/38
5.	When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.	1	2	3	4	/39
6.	The same few people seem to do most of the talking during the meeting.	1	2	3	4	/40
7.	People hesitate to give their true feelings about problems which are discussed.	1	2	3	4	/41
8.	When a decision is made, it is clear who should carry it out, and when.	1	2	3	4	/42
9.	The same problems seem to keep coming up over and over again from meeting to meeting.	1	2	3	4	/43
10.	The results of the group's work are not worth the time it takes.	1	2	3	4	/44

B. Please consider meethings of this school's faculty as a whole.
How many faculty meetings have there been so far this year?

_____None (SKIP to question 2, next page)
_____1-3
_____4-6
_____7-12
_____More than this

/45

Thinking about the faculty meetings so far this year, consider each item and circle a number showing how typical that item is, in your opinion.

In our faculty meetings...	Very typical	Somewhat typical	Not too typical	Not typical at all	
1. When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.	1	2	3	4	/46
2. When the group is thinking about a problem, at least two or three different solutions are suggested.	1	2	3	4	/47
3. People feel antagonistic or negative during the meeting.	1	2	3	4	/48
4. From time to time in the meeting, people openly discuss the feelings and working relationships in the group.	1	2	3	4	/49
5. When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.	1	2	3	4	/50
6. The same few people seem to do most of the talking during the meeting.	1	2	3	4	/51
7. People hesitate to give their true feelings about problems which are discussed.	1	2	3	4	/52
8. When a decision is made, it is clear who should carry it out, and when.	1	2	3	4	/53
9. The same problems seem to keep coming up over and over again from meeting to meeting.	1	2	3	4	/54
10. The results of the group's work are not worth the time it takes.	1	2	3	4	/55

1. Still considering faculty meetings, how has the time in faculty meetings been used since school opened this fall? Divide up 100% of the time among the following to show your best estimate of what faculty meeting time has actually been used for.

Giving out information about rules, administrative details, etc.	_____%	/56-57
Giving out information about policy matters	_____%	/58-59
Faculty expression of problems or concerns	_____%	/60-61
Problem-solving, making decisions	_____%	/62-63
In-service education or learning for the faculty	_____%	/64-65
Other:	_____%	/66-67

TOTAL = 100% of faculty meeting time this fall.

2. Now a few questions about you yourself. Since school opened this fall, in or out of meetings, to what extent have you had an opportunity to do the following?

	No opportunity	Little opportunity	Some opportunity	Much opportunity	
Point out and define problems that affect the school as a whole	_____	_____	_____	_____	/68
Discuss causes of those problems	_____	_____	_____	_____	/69
Propose possible solutions or changes in the school	_____	_____	_____	_____	/70
Help decide on solutions or changes to be carried out	_____	_____	_____	_____	/71
Work on implementing the solutions, carrying out actions	_____	_____	_____	_____	/72
	1	2	3	4	

3. To what extent do you feel that your own learning and development has been furthered during these first 8 months of school? (Circle one)

1 I've learned little or nothing.
2 I've learned a few things.
3 I've learned a moderate amount. /73
4 I've learned a lot.
5 I've learned a great deal, maximum amount.

Could you comment briefly on some things you've learned? /74

_____

_____

_____

4. We are interested in your assessment of the effects of the time faculty members spent last spring and summer in planning for the new school. In any situation, there are usually both positive and negative effects.

First, in the spring there were two sessions using an outside consultant (Dr. Lieberman) Looking at the positive effects of these sessions do you feel (check one)

_____1 They had a strong positive effect.
_____2 They had a moderately positive effect.
_____3 They had a small positive effect.
_____4 They had little or no positive effect. /14

Can you describe briefly what you see as the positive effects it had (if any)?

_____ /15

_____

5. And what do you feel about negative effects? (Circle one)

_____1 They had a strong negative effect.
_____2 They had a moderately negative effect.
_____3 They had a small negative effect.
_____4 They had little or no negative effect. /16

What were the negative effects you see (if any)?

_____

_____ /17

6. During the summer, there was also time available for grade level groups to meet and plan for the fall. Can you say what the positive effects of this planning time were? (Circle one)

_____1 It had a strong positive effect
_____2 It had a moderately positive effect.
_____3 It had a small positive effect. /18
_____4 It had little or no positive effect.

What were the positive effects?

_____ /19

_____

7. And what do you feel about negative effects? (circle one)

_____1 It had a strong negative effect.
_____2 It had a moderately negative effect.
_____3 It had a small negative effect. /20
_____4 It had little or no negative effect.

What were the negative effects you see? _____

_____ /21

YOUR OPINIONS

Here are some statements about the way things may have been going this year so far at this school. Please indicate your agreement or disagreement with each statement by circling a number

		Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree	
1.	I feel I have a good understanding of what "open education" means in this district	1	2	3	4	5	/22
2.	I know most of the people working in my school by their first names.	1	2	3	4	5	/23
3.	I would feel comfortable teaming with just about anyone in this school if it were necessary.	1	2	3	4	5	/24
4.	The parents I've contacted feel positive about what we are doing.	1	2	3	4	5	/25
5.	Teachers were not really well prepared before school opened for teaching in open space.	1	2	3	4	5	/26
6.	I often felt nervous and tense in the first couple months this year.	1	2	3	4	5	/27
7.	There is a feeling of pressure for uniformity--asif all grade levels should be taking the same kind of approach.	1	2	3	4	5	/28
8.	I wish I had had more to say about the way the school was organized and started up this fall.	1	2	3	4	5	/29
9.	I feel close to the other teachers in my grade level group.	1	2	3	4	5	/30
10.	Many teachers still feel they need consulting or in-service help to do a better job.	1	2	3	4	5	/31
11.	I see or talk to my principal quite often--usually daily.	1	2	3	4	5	/32
12.	Teachers have their problems, and the principal has his---they don't overlap too much.	1	2	3	4	5	/33
13.	This school has settled down pretty well.	1	2	3	4	5	/34
14.	The principal has pretty much let teachers work in their own way, without pushing for change.	1	2	3	4	5	/35
15.	This school has turned out better than expected.	1	2	3	4	5	/36
16.	It's more stressful working in this school right now than it was in my job last year.	1	2	3	4	5	/37
17.	Students like this school.	1	2	3	4	5	/38
18.	I feel free to make mistakes--no one will criticize me if I do.	1	2	3	4	5	/39

HOW THE SCHOOL IS DOING

There are often changes in schools as the year goes on. We would like to know your attitude toward the school at various times.

1. What kind of job did you think the school did in the first month or so it was open this fall?

___1 Outstanding
___2 Very good
___3 Good
___4 Fair
___5 Rather poor
___6 Extremely poor

/40

2. What kind of job did you think the school was doing by Christmas time or so?

___1 Outstanding
___2 Very good
___3 Good
___4 Fair
___5 Rather poor
___6 Extremely poor

/41

3. Finally, what kind of job do you think the school is doing right now?

___1 Outstanding
___2 Very good
___3 Good
___4 Fair
___5 Rather poor
___6 Extremely poor

/42

4. All things considered, how do you feel about the school so far?

___1 Very pleased with the school so far.
___2 Quite please.
___3 Somewhat pleased.
___4 Somewhat displeased.
___5 Not too pleased.

/43

5. On the basis of your experience and information, how would you rate the quality of teaching that the students generally receive from this school? (Please check one)

___1 Outstanding
___2 Very good
___3 Good
___4 Fair
___5 Rather poor
___6 Extremely poor

/44

SATISFACTIONS

Many of the questions so far have asked about specific aspects of life in this school, and your reactions to them. This section asks for your more general, overall reactions, and how satisfied you are, all things considered. Please check one answer for each question.

1. Does your present job give you a chance to do the things at which you are best?

_____1 A very good chance
_____2 A fairly good chance
_____3 Some chance
_____4 Very little chance
_____5 No chance /45

2. Are there any features of your job which you dislike?

_____1 Very many
_____2 Quite a few
_____3 Some features
_____4 Only a couple
_____5 None /46

3. Do you feel the work you do is satisfying?

_____1 Entirely satisfying
_____2 Moderately satisfying
_____3 Equally satisfying and dissatisfying
_____4 Rather dissatisfying
_____5 Entirely dissatisfying /47

4. When you think of yourself in your current job, all things considered, are you...

_____1 Very happy with yourself
_____2 Happy with yourself
_____3 About equally happy and unhappy
_____4 Somewhat unhappy with yourself
_____5 Very unhappy with yourself /48

5. Compared to last year on the job, how have you generally felt?

_____1 Much more satisfied this year
_____2 More satisfied
_____3 About the same
_____4 Less satisfied
_____5 Much less satisfied this year /49

Please continue checking as before.

6. Has your job this year lived up to the hopes and positive expectations you had before it began?

_____1 Yes, definitely
_____2 In most respects
_____3 In some respects
_____4 In a limited way
_____5 Not at all

/50

7. How satisfied do you feel with the academic progress of the children you work with?

_____1 Entirely satisfied
_____2 Generally satisfied
_____3 About equally satisfied and dissatisfied
_____4 Somewhat dissatisfied
_____5 Entirely dissatisfied

/51

8. How satisfied do you feel with the emotional development of the children you work with?

_____1 Entirely satisfied
_____2 Generally satisfied
_____3 About equally satisfied and dissatisfied
_____4 Somewhat dissatisfied
_____5 Entirely dissatisfied

/52

PARENT-TEACHER RELATIONS

1a. Below are a number of ways school staff and parents may come in contact with one another. By contact is meant a one-to-one interaction on a personal basis. For example, if you are at a P.T.A. meeting and 50 parents are present and you only talk to three of those parents, then the number of contacts at that meeting would be three. Put your best estimate of the TOTAL NUMBER of contacts you have had with individual parents in each way during the year so far. Please answer for each type of contact; if no contact for a type, enter "0" (zero).

	My estimate of total number of contacts I have had so far this year	
a. Met at a regular teacher-parent conference	_____	/53-54
b. Had a special conference with a family at school, (not regular teacher-parent conference).	_____	/55-56
c. Parent visited your classroom while school was in session.	_____	/57-58
d. Talked on the telephone to discuss behavior, school work, etc.	_____	/59-60
e. Met at school organization meeting, such as P.T.A., homeroom mother's club, etc.	_____	/61-62
f. Met at after-school activities, such as adult education classes, recreation programs, committee meetings, etc.	_____	/63-64
g. Sent notes home to individual parents, other than school-wide announcements, or received one from a parent.	_____	/65-66
h. Met at a school-wide open house.	_____	/67-68
i. Casual or accidental contact, just happening to be in the same place as a parent.	_____	/69-70
j. Other types of contact not mentioned above (Please explain). _____	_____	/71-72

1b. Looking at parent contacts somewhat differently: altogether, how many different parents would you say you have had contacts with this fall?

Number _____ /73-75

CD#9 :
12-13/09

4. To the best of your knowledge, how many parents of this school know about each of the following educational practices? Circle the number in Column A to show your estimate. Then, of those who know about it, how many approve each practice? Put a circle in Column B to show your estimate.

	A. HOW MANY KNOW ABOUT IT					B. HOW MANY APPROVE?				
	None	Some (30% or so)	About Half	Most (70% or so)	All	None	Some (30% or so)	About Half	Most (70% or so)	
1. Team teaching. An arrangement in which two or more teachers plan and teach together the program for a number of pupils, usually in the same or adjoining rooms.	1	2	3	4	5 /14	1	2	3	4	/15
2. Learning centers. Places in each grade level where students can find and use materials in a particular subject, such as science or math.	1	2	3	4	5 /16	1	2	3	4	/17
3. Open education. General approach to teaching and learning built around children's individual needs; provides variety of experiences, and involves children in planning and evaluating their own work.	1	2	3	4	5 /18	1	2	3	4	/19
4. Parental participation. The use of parents as part of daily classroom activities or in special areas such as the library on a regular basis.	1	2	3	4	5 /20	1	2	3	4	/21
5. Self-teaching materials. Workbooks, kits or packets a child can use alone, without the aid of a teacher to correct answers or explain.	1	2	3	4	5 /22	1	2	3	4	/23
6. Student tutoring. Using students, either in the same grade or upper grades, to give direct one-to-one learning asisstance to other students.	1	2	3	4	5 /24	1	2	3	4	/25

5. Schools, like people, have an environment. A school's environment includes the local community. What would you say the relationship between the school and the community has been like for the past month or two?

_____1 Completely positive; could not be better

_____2 Almost completely positive

_____3 Quite positive

_____4 Neither positive or negative

_____5 Somewhat negative

_____6 Quite negative

_____7 Very negative; could hardly be worse

/26

6. How much change would you say has taken place since the beginning of this year in the relationships between the school and the local community? (Check one)

_____7 Relationships with the local community have changed completely; are completely different than before.

_____6 They have almost completely changed.

_____5 They have changed a good deal.

_____4 They have changed and stayed the same in about equal proportions.

_____3 They have stayed the same mostly.

_____2 They have stayed the same almost completely.

_____1 Relationships with the local community have stayed completely the same; they are no different at all than before.

/27

7. Please describe some of the changes that have taken place.

_____

_____

_____

/28

29-80/R

CD#10
12-13/10

RELATIONSHIPS

The reality of any school is that informal patterns of relationships develop over time--they are the "glue" that makes life satisfying and productive.

We are interested in these patterns. As with all our data, no individuals are ever identified, and the results are analyzed by code number. In answering these questions, use the numbers on the enclosed roster. (In order to insure your anonymity, the roster number is not the same as your personal code number on your questionnaire.) Do not write in names. 14/R

Please write in your own number from the roster: # _____ /15-16

1. Please consider the different people you know who work at this school. Which of them do you regard as having the best ideas to contribute on educational matters (methods, curriculum, philosophy, discipline, etc.)?

   Write the numbers of these people here. Write as many as you like, but do not include yourself.

   #'s _____ /17-40

2. Who at this school do you find yourself talking with most on a casual, informal basis about the things that go on here?

   #'s _____ /41-60

3. When you have a problem in connection with your work, and need to talk it over with someone, who turns out to be most helpful to you--really helpful?

   #'s _____ /61-80

CD#11
12-13/11
15-16

4. When you have personal problems or concerns, not necessarily connected with work, who would you say is most helpful to you?

   #'s _____ /17-36

5. And which people would you consider as being most interested in new ideas on education (innovations, non-traditional ways of doing things, alternative approaches)?

   #'s _____ /37-60

6. Finally, looking at this school and the people in it, which people would you say usually have the most influence on what happens? That is, whose opinions carry most weight?

   #'s _____ /61-80

CD#12
12-13/12

BIOGRAPHICAL INFORMATION

(Answers optional)

In order to analyze properly your responses on the various instruments you are filling out, it would help us to have some background information. These questions are not intended to be "snoopy." Instead, the intention is to gain information which will permit examination of data being gathered from the many other schools in our study, in terms of groups of people who have had different backgrounds. If you prefer not to answer any of these questions, that is OK.

1. Title of your position _____

(Also, check the appropriate category below.)

_____1 Principal
_____2 Teacher
_____3 Supplemental or special teacher
_____4 Guidance or psychological services
_____5 Teacher aide
_____6 Librarian/media specialist
_____7 Secretarial or clerical staff
_____8 Student teacher
_____9 Other (please specify) _____

/14

2. Age:

___1 20-24 years
___2 25-29
___3 30-34
___4 35-39
___5 40-44
___6 45-49
___7 50-54
___8 55-59
___9 60 or over

/15

3. Sex:

___1 Male
___2 Female

/16

4. Are you...

_1 Married
_2 Widowed
_3 Separated
_4 Divorced

/17

5. How old are your children living at home, and if they go to school, what grades in school are they? (If you have none at home, SKIP to question 6.)

(1) (2)

_____ (years old)	_____ (boy, girl)	in	_____ (grade)	(18-22)
_____ (years old)	_____ (boy, girl)	in	_____ (grade)	(23-27)
_____ (years old)	_____ (boy, girl)	in	_____ (grade)	(28-32)
_____ (years old)	_____ (boy, girl)	in	_____ (grade)	(33-37)
_____ (years old)	_____ (boy, girl)	in	_____ (grade)	(38-42)
_____ (years old)	_____ (boy, girl)	in	_____ (grade)	(43-47)

6. Years completed in this school system:

___1 less than one year
___2 1 year
___3 2 years
___4 3-5 years
___5 6-10 years
___6 11-15 years
___7 16-20 years
___8 21 or more years

/48

7. Tenure status:

___1 Tenured in district
___2 Not tenured
___3 Other (explain) _____

/49

8. Highest collegiate degree:

___1 None
___2 A.A. Junior college or two years of college)
___3 A.B. or B.S.
___4 Masters
___5 Professional diploma
___6 Doctorate

/50

9. Total experience in education (write in number of years for each)

___1	Number of years as a teacher	/51-52
___2	Number of years as a principal or assistant principal	/53-54
___3	Number of years as a central office administrator	/55-56
___4	Number of years in another capacity in education	/57-58
TOTAL ____	Years in education	/59-60

10. What type of institution did you attend for MOST of your undergraduate education?

___1 No formal education beyond high school (SKIP to question 11).
___2 Two-year junior college (SKIP to question 11).
___3 Two or three-year normal school
___4 Four-year teacher's college
___5 Teacher preparation unit of a state college
___6 Teacher preparation unit of a university
___7 Other unit or department of a university
___8 Liberal arts college (not part of a university)
___9 Other; please specify: _____

/61

11a. How many graduate credits beyond the B.A. or B.S. do you have? _____ /62-6.

11. How many graduate credits beyond the M.A. or M.S. do you have? _____ /64-6.

12. In what state did you obtain your undergraduate degree? _____ /66-6

13. How many years have you lived in the town or city where you do now?

_____ years /68-6

14. How close do you feel to the community where you live?

___1 I feel that I belong there and that it is my home community.
___2 I feel quite close to the community but do not consider it to be my home.
___3 I do not feel very close to the community.
___4 I feel like a stranger in the community.

/70

15. Do you live in a

___1 One-family house
___2 Two-family house
___3 Garden apartment
___4 High-rise apartment
___5 Other: _____

/71

16. Please indicate how many of the following types of organizations you belong to.

	Number of organizations you belong to	
17. a. Professional organizations: (teacher associations, teacher's union, education association, etc.)	_____	/72
b. Neighborhood organizations: (block clubs, improvement associations, church groups, etc.)	_____	/73
c. Community organizations: (political parties, veterans groups, fraternal groups, charitable organizations, etc.)	_____	/74
d. Other Types of Organizations:	_____	/75

Our agreement with Westgate says that we will provide reports from time to time which summarize our observation and questionnaire data.

If there are areas of this questionnaire or issues in the school that you would like our next report to deal with, please comment here.

COMMENTS:

If you have any general comments on the questionnaire itself we would also like to have them.

GENERAL COMMENTS:

Many thanks for your help!

Please put your questionnaire in the enclosed envelope and give to the researcher.

Appendix C.8b PARENT QUESTIONNAIRE
Lincoln Acres School

_____ CODE NUMBER 1 3 1 4 5-7

Person who is filling out this questionnaire: 1 8 3 9 10

☐ Mother ☐ Father ☐ Other (please explain)_____ 11-17/R

COMMUNICATION

Since February of this year until the present, please indicate the number of times you or a member of your family did the following in reference to Lincoln Acres School. Use a "0" if you did not do a particular thing.

	Number	
a. Talked to a Lincoln Acres teacher about the school program.	_____	18-4
b. Talked to the principal.	_____	50-5
c. Talked to a Board of Education member or members about the school.	_____	52-5
d. Talked to neighbors who also have children in the school about the school.	_____	54-5
e. Wrote a letter to the editor of a local newspaper concerning the school.	_____	56-5
f. Talked to the superintendent of schools about the school.	_____	58-5
g. Talked with an outside educational expert about the school.	_____	60-6
h. Contacted the State Department of Education.	_____	62-6
i. Other: _____ (Please specify)	_____	64-6

If you did one or more of the above were they mainly to: 6

_____1 get information about the new school.
_____2 show support for the new school's educational program.
_____3 try to change the new school's educational program.
_____4 Other: _____ (Please specify)

Did you vote in the last school board election? 6

_____1 Yes
_____2 No

Did you vote in the Lincoln Acres P.T.A. election last year? 6

_____1 Yes
_____2 No

Did you vote in this year's P.T.A. election? 69

_____1 Yes
_____2 No

INFORMATION

Please consider the information you have about the school at this time. What have been your sources of information since February? Please indicate all of your sources by a check mark.

_____A Newspaper articles 70
_____B Notices from your child's school 71
_____C Notices from the school board 72
_____D Meeting with the principal 73
_____E Meeting with teachers 74
_____F Meeting with the resource teacher 75
_____G P.T.A. meetings 76
_____H LAHA meetings 77
_____I Your child or his friends 78
_____J Other parents 79
_____K Other: _____ 80
(Please specify)

2 8
3 9

Looking back over the list, which three of these sources of information would you say have shaped your opinion of the school the most? (Write the letter)

1 _____ 2 _____ 3 _____
(most) (next most) (next most)

Are you satisfied with the amount of information you have received about the school? 10

_____1 Very satisfied: I get all the information I want.
_____2 Fairly satisfied: I get most of the information I want.
_____3 Fairly dissatisfied: I don't get enough information.
_____4 Very dissatisfied: I don't get enough information at all.

About how often do you or your husband ask for information concerning their school work from your children? 11

_____1 daily
_____2 two or three times a week
_____3 about once a week
_____4 once every two weeks
_____5 about once a month
_____6 less than once a month

Do you consider your child(ren) to be an accurate source of information concerning events in the school? 12

_____1 always
_____2 usually
_____3 sometimes
_____4 rarely

IMAGE OF THE SCHOOL

Here are some things people might say about Lincoln Acres School. Please circle one number for each statement indicating your own feelings.

	I strongly disagree	I disagree	I agree	I strongly agree	
1. This school has very creative teachers.	1	2	3	4	13
2. The principal is friendly to parents at this school.	1	2	3	4	14
3. This school tries special programs for the students.	1	2	3	4	15
4. The faculty at this school is very open to change.	1	2	3	4	16
5. Teachers and the principal work hard to make this a good school.	1	2	3	4	17
6. This school tries to provide each student with a program tailored to his needs.	1	2	3	4	18
7. This school makes an effort to inform parents of school activities.	1	2	3	4	19
8. This school involves parents in the educational process.	1	2	3	4	20
9. This school tries to encourage children to enjoy learning.	1	2	3	4	21
10. New things are always happening at this school.	1	2	3	4	22

GOALS

Here is a list of goals which have often been expressed for Lincoln Acres School. We are interested in your opinions on each of these goals. Please circle the number which best expresses your agreement or disagreement with each statement.

This goal is important--it deserves high priority for Brunswick Acres School next year.

	Strongly Disagree				Strongly Agree	
1. To be a place where students would like to be.	1	2	3	4	5	24
2. To teach students the basic skills.	1	2	3	4	5	25
3. To foster an atmosphere of trust between adults and children.	1	2	3	4	5	26
4. To provide a variety of learning environments and activities.	1	2	3	4	5	27
5. To provide personalized and individualized programming and instruction.	1	2	3	4	5	28
6. To try out innovative uses of space in the educational program.	1	2	3	4	5	29
7. To experiment with new educational programs and structures.	1	2	3	4	5	30
8. To be different from traditional schools.	1	2	3	4	5	31
9. To give teachers a substantial role in setting policy.	1	2	3	4	5	32
10. To develop good relations with the community.	1	2	3	4	5	33
11. To increase the independence and autonomy of students.	1	2	3	4	5	34
12. To provide a systematic process for assessing the effectiveness of the educational program.	1	2	3	4	5	35
13. To increase "sharing" of teacher abilities, talents and skills.	1	2	3	4	5	36
14. To give the community the kind of education it wants.	1	2	3	4	5	37
15. To have opportunities for teachers' professional growth.	1	2	3	4	5	38

1. During a typical school year, many decisions must be made. Please indicate, in your opinion, the amount of influence each of the persons or groups listed below has ACTUALLY had during this school year so far. Use this code:

0 = Usually no influence
1 = Usually minor influence
2 = Usually moderate influence
3 = Usually decisive influence
? = I don't know

In each box, write in the number that shows how much influence each individual or group has on these decisions.

PERSONS OR GROUPS WHO ACTUALLY HAVE INFLUENCE

DECISIONS	You and your Husband	Parents as a Group	School Board	Superintendent	Principal	Teachers	Students	
Example: Assignment of teachers to classes	1	1	1	1	3	2	0	
Setting school goals and objectives								38-44
How the school is organized								45-51

2. Here are the same decisions. Please look at them and think how much influence you think the various individuals and groups OUGHT to have. This may be the same as, or different from, what they actually DO have. Write in the number that shows how much influence you think each individual or group OUGHT to have on these decisions.

PERSONS OR GROUPS WHO OUGHT TO HAVE INFLUENCE

DECISIONS	You and your Husband	Parents as a Group	School Board	Superintendent	Principal	Teachers	Students	
Setting school goals and objectives								52-58
How the school is organized								59-65

EDUCATIONAL PRACTICES

Below is a list of some of the educational practices in Lincoln Acres School. In the first column, circle YES, ?, or NO to show whether you think the practice was used in your children's classroom before this year. Use the ? if you are not sure. Answer the questions in the second and third columns also using YES, ?, or NO.

	1 Has your child been in a classroom with this practice during the past 2 or 3 months?	2 Do you think it is a good practice?	3 Should it be continued in this school next year?	
1. Student record keeping system. A comprehensive accounting system for student academic and social performance.	YES ? NO	YES ? NO	YES ? NO	66-
2. Independent study. Regularly scheduled work by individual pupils with a minimum of teacher direction.	YES ? NO	YES ? NO	YES ? NO	69-7
3. Multigraded classes. Students usually assigned to one grade are in classes made up of two or more grade levels. Work in the class depends on the individual student's ability.	YES ? NO	YES ? NO	YES ? NO	72-7
4. Parental participation. The use of parents as part of daily classroom activities or in special areas such as the library on a regular basis.	YES ? NO	YES ? NO	YES ? NO	75-7
5. Team teaching. An arrangement in which two or more teachers plan and teach together the instructional program for a number of pupils, generally in the same or adjoining rooms.	YES ? NO	YES ? NO	YES ? NO	78-8
	1 2 3	1 2 3	1 2 3	

8 8
3 9

CHANGES

1, Schools, like people, exist in an environment. This school's environment includes the local community. How much change would you say has taken place since February in the relationships between Lincoln Acres School and the local community? (Check one)

_____7 Relationships with the local community have changed completely; are completely different than before.
_____6 They have almost completely changed.
_____5 They have changed a good deal.
_____4 They have changed and stayed the same in about equal proportions.
_____3 They have stayed the same mostly.
_____2 They have stayed the same almost completely.
_____1 Relationships with the local community have stayed completely the same; they are no different at all than before.

What has happened to the relationship? 11-

_____

_____

2, If you checked "1" on the previous item, skip to the next question. Otherwise, consider this question. Thinking of the changes that have taken place since February in this system's relationship with the local community, what have these changes been like?

_____7 Mutual change has taken place; both the school and the outside groups have made changes.
_____6 Mutual change has usually taken place.
_____5 Mutual change has often taken place; but some one-sided change too.
_____4 Mutual and one-sided change have taken place about equally.
_____3 One-sided change has often taken place, but some mutual change too.
_____2 One-sided change has usually taken place.
_____1 One-sided change has always taken place; either the school or the outside groups have changed, but not both.

Please describe some of the changes that have taken place. 12-

_____

_____

_____

CONTACTING THE SCHOOL

1. Here are some possible ways teachers and parents can contact each other. Please read them carefully.

> **APPROACHES TO PARENT-TEACHER CONTACTS**
>
> A. Contact Mostly when Special Problems Arise -- such as misbehavior, bad grades, health, etc.
>
> B. Regular Scheduled Contact -- mainly in teacher-parent conferences, homeroom club meetings, etc.
>
> C. Frequent Visits to School -- frequent parent visits to school to discuss child's progress and behavior.
>
> D. Frequent Home Visits as well as Visits to School -- both home visits and visits to school, as often as possible.

a. First, which approach comes closest to what you now do in contacting teachers? (Put "1" for first, "2" for second choice)

_____A When special problems arise 16
_____B Regular scheduled contact 17
_____C Frequent visits to school 18
_____D Frequent home and school visits 19

b. And which approach comes closest to what you would prefer to use in contacting teachers? (Put "1" for first, "2" for second)

_____A When special problems arise 20
_____B Regular scheduled contact 21
_____C Frequent visits to school 22
_____D Frequent home and school visits 23

c. Now please think about teachers. Which approach comes closest to what you think teachers of your children prefer? (Put "1" for first, "2" for second)

_____A When special problems arise 24
_____B Regular scheduled contact 25
_____C Frequent visits to school 26
_____D Frequent home and school visits 27

2. Please put your best estimate of the number of contacts you or a member of your family have had this year with the school since February.

	Total number of contacts	
a. School-wide Teacher-Parent conferences	_____	28-2
b. Special conferences with the teacher excluding school-wide Teacher-Parent conferences	_____	30-3
c. School-wide open house	_____	32-3
d. Contacted by telephone to discuss behavior, school school work, etc.	_____	34-3
e. School organization meeting, such as P.T.A., parents' associations, etc.	_____	36-3
f. After-school activities, such as adult education classes, recreation programs, committee meetings, etc.	_____	38-3
g. Sent notes to school	_____	40-4
h. A teacher visited your home	_____	42-4
i. Casual or accidental contact, just happening to be in the same place as a teacher	_____	44-4
j. Other types of contact not mentioned above. Please specify type.	_____	46-4

_____.

_____

3. Some parents only get in touch with the school when the school asks them. Other parents take the initiative themselves to get in touch with the school. Of the contacts you have had with the school this year since it opened, how many would you say came from your own initiative--started from you? (Check one)

_____1 All of them
_____2 Most of them
_____3 About half
_____4 Some of them
_____5 A few of them
_____6 None of them

VISITS TO THE SCHOOL

1. If you or your husband have had direct visits to the school since February, please check those items which describe the reasons for the visits. Check all which apply in your case. Also, put your best estimate of the number of times you visited for each reason.

		Number of visits	
_____	Helping out in the classroom	_____	49-51
_____	Helping out in the media center	_____	52-54
_____	Helping out in some other part of the school	_____	55-57
_____	Attending some of the children's activities (plays, concerts, sports)	_____	58-60
_____	To discuss your child's academic and social achievement	_____	61-63
_____	To see how your child's class was running	_____	64-66
_____	To see how the school was running in general	_____	67-69
_____	To talk to a teacher about something of immediate importance (without an appointment)	_____	70-72
_____	Other: _____ (Please specify)	_____	73-75

2. When you visit your child(ren)'s teacher(s) in the Lincoln Acres School, how close do you typically feel to them? 76

_____1 Extremely close, like a good friend.
_____2 Quite close.
_____3 Somewhat close.
_____4 Not very close.
_____5 Not close at all.

77-78/R

3. There are often changes in new organizations. We would like to know your attitude toward the Lincoln Acres School at various times.

a. What kind of job did you think the school was doing during the period shortly before Easter? 79

_____1 Outstanding
_____2 Very good
_____3 Good
_____4 Fair
_____5 Rather poor
_____6 Extremely poor

b. What kind of job do you think Lincoln Acres School is doing right now? 80

_____1 Outstanding
_____2 Very good
_____3 Good
_____4 Fair
_____5 Rather poor
_____6 Extremely poor

4 8
3 9

c. What kind of job do you think most other parents of children in Lincoln Acres School would say the school is doing right now? How do you think they would rate it? 10

_____1 Outstanding
_____2 Very good
_____3 Good
_____4 Fair
_____5 Rather poor
_____6 Extremely poor

d. Finally, what kind of job do you think Lincoln Acres School is doing now compared with the beginning of the year? 11

_____1 It's much better now than when it started.
_____2 It's better.
_____3 It's about the same.
_____4 It's worse.
_____5 It's much worse than when it started.

e. Over the course of the year have there been important changes in the educational program of Lincoln Acres School? 12

_____1 Yes
_____2 No

f. Please explain what some of the changes have been:

_____

_____

g. If you answered yes, in your opinion did these changes: 13

_____1 benefit education in the school.
_____2 hurt education in the school.
_____3 not effect it.

4. How would you compare the Washingtonville educational system as a whole to the one in your former community? 14

_____1 It's much better.
_____2 It's better.
_____3 It's about the same.
_____4 It's worse.
_____5 It's much worse.

5. What elementary school did your children attend last year? _____ 15-
(If none, skip to the next page)

6. How would you compare Lincoln Acres Elementary School to the school which your children attendcd last year? 17

_____1 Lincoln Acres is much better.
_____2 It's better.
_____3 It's about the same.
_____4 It's worse.
_____5 Lincoln Acres is much worse.

18-48

7. Since the beginning of school this fall have you done any of the following things with any of your children who attend Lincoln Acres School? (Check all that apply)

_____1 Transferred to Fernwood School or another Washingtonville school. 49
_____2 Transferred to another school (private or parochial). 50
_____3 Transferred from one classroom to another within Lincoln Acres School. 51
_____4 Considered transferring your child but didn't. 52
_____5 Other: _____

8. What were your major reasons for acting as you did? 53-5

_____

_____

_____

_____

_____

YOUR FAMILY

Now we have some questions about life in your family.

1. Below is a list of things parents sometimes do at home to help their children learn. Please circle the appropriate number for each item to show what you do with your children.

	Frequently	Occasionally	Never	
1. Help with homework.	1	2	3	55
2. Tutor in a subject area.	1	2	3	56
3. Hire a tutor for help.	1	2	3	57
4. Enroll in music or dance lessons outside school.	1	2	3	58
5. Encourage to watch educational television.	1	2	3	59
6. Take to concerts, plays or movies.	1	2	3	60
7. Encourage to use the Public Library.	1	2	3	61
8. Read stories to younger children.	1	2	3	62
9. Help with art projects.	1	2	3	63

2. Concerning homework, would you say that the children in your child's school are generally given: 64

_____1 Too much homework
_____2 About the right amount
_____3 Not enough homework
_____4 Don't know

65-80/R

5 8
3 9
10-15/R
16

3. Who will have the most say in your family about the amount of education your children should have after high school? (Check one)

_____1 mother
_____2 father
_____3 mother and father together
_____4 children themselves
_____5 entire family

4. Please consider the oldest child in your family who has been attending Lincoln Acres School. How much education do you hope this child will have after he or she completes high school? 17

_____1 No additional formal education
_____2 Community college
_____3 Technical school or institute
_____4 Four-year college
_____5 Graduate school or professional school

5. By the time this child is about your age would you think he or she was doing well enough if he or she had a skilled job such as an electrician or a supervisor in a factory? 18

_____1 Yes
_____2 No

6. If you answered "yes" skip to question 12. Otherwise consider this question. If he or she were an office worker or salesperson in a store, would you think he or she was doing well enough then? 19

_____1 Yes
_____2 No

7. If you answered "yes" skip to question 12. Otherwise consider this question. I he or she were a nurse, accountant or teacher, would you think he or she was doing well enough then? 20

_____1 Yes
_____2 No

8. Again, if you answered "yes" skip to question 12. Otherwise please answer this question. What kind of job would be a good one for this child? 21

_____ 22

9. Of the five items below, what is the single most important thing you would like to see this child accomplish in his or her life? (Check one) 23

_____1 Have a healthy, happy family life.
_____2 Be outstanding in his chosen field of work.
_____3 Be a respected citizen in his or her community.
_____4 Do what gives him or her the most personal satisfaction.
_____5 Reach a higher social standing.

THE COMMUNITY AND NEIGHBORHOOD

Since families live in communities of various types we would like to find out some things about the community you live in. Just as there are different types of communities so are there different types of families. In this section we would also like to ask some things about your family.

1a. What town or city did your family live in prior to moving to Lincoln Acres?

_____ _____ 24
City State 25-26

b. How long did you live there?

_____ years 27-28

2. How long has your family lived in Lincoln Acres?

_____ years 29

3. Families often move to new communities for a variety of reasons. Did your family move to Lincoln Acres for any of the following? Please put a "1" for the most important reason, "2" for the next important reason and so on. Rank all the reasons.

_____1 The house 30
_____2 The location of the community to your place of work 31
_____3 To live near friends or relatives 32
_____4 The school system 33
_____5 Low property taxes 34
_____6 Other: _____ 35
(Please specify) 36-45/

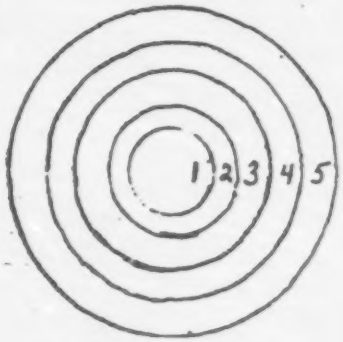
4. Some families belong to clubs and organizations and others don't. This list gives examples of several types of organizations. Please check those organizations listed below or others you or members of your family belong to.

_____1 Labor union 46
_____2 Lincoln Acres P.T.A. 47
_____3 Youth group 48
_____4 Local church 49
_____5 Fraternal organization and auxiliaries 50
_____6 Veterans' organizations 51
_____7 Nationality group organization 52
_____8 Sports team 53
_____9 Professional groups and associations 54
_____10 LAHA 55
_____11 Women's or men's social club 56
_____12 Charitable organization 57
_____13 Welcome Wagon 58
_____14 Other: _____ 59

5. How close does your family feel to this community? 60

_____1 We feel that we belong here and that this is our home community.
_____2 We feel quite close to this community but do not consider it to be our home.
_____3 We do not feel very close to this community.
_____4 We feel like strangers in this community.

6. Suppose the circle below represented the civic activities that go on in this community, such as meetings, committees, projects. How far out from the center of these activities are you? (Place a check where you think you are) 61



7. Below is a list of some organizations and groups that people have different ideas about. After each one circle the answer that best describes how you think the people who work for these organizations in this community perform their jobs.

	How good a job are they doing?					
	Excellent	Good	Fair	Poor	Don't know	
Police	1	2	3	4	5	62
Church groups	1	2	3	4	5	63
Fire department	1	2	3	4	5	64
Schools	1	2	3	4	5	65
Banks	1	2	3	4	5	66
Youth groups like the scouts	1	2	3	4	5	67
Public library	1	2	3	4	5	68
Local government	1	2	3	4	5	69
Hospitals	1	2	3	4	5	70

71/R

8. How often is education a topic of conversation in your discussions with others in this community outside your family? 72

_____1 always, every time we meet
_____2 usually
_____3 occasionally
_____4 never

9. If you felt there was a specific problem in your child's school such as the way handwriting or spelling was being taught, or if you wanted some change in it, whom would you contact <u>first</u> about this? Write in a "1" to show what your first step would be.

_____1 a friend or neighbor 73
_____2 the principal 74
_____3 the resource teacher 75
_____4 your child's teacher 76
_____5 any teacher at the school 77
_____6 someone on the Board of Education 78
_____7 the school superintendent 79
_____8 other: _____ 80
(Please specify)

10. If the problem continued after contacting this person, whom would you contact next? Write in a "2" above to show what your next step would be.

6 8
3 9

11. In your opinion are there groups with very different attitudes toward the school in Lincoln Acres?

10

_____1 yes
_____2 no
_____3 don't know

If you answered yes, please describe the different groups.

11-22/R

_____

_____

_____

12. When you think of the over-all leadership in this community--people who have a good deal of influence on what goes on here--who are the three or four people you would think of first?

23-34

_____

_____

13. When you think of leadership specifically in educational matters in this community, who are the three or four people you would think of first?

35-46

_____

_____

14. If some one person were to be selected to represent this particular part of town in a special meeting of the Board of Education, who would you personally want to go?

47-52

_____

53-62/R

YOUR OPINIONS

Any community has "do's and don'ts"--things most people feel are appropriate or not. What do you think the "do's and don'ts" are in Lincoln Acres? Please indicate by circling the appropriate number how you and your husband feel about them.

Our attitude is...	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1. Parents should observe teachers while they are teaching.	1	2	3	4	5	63 64/R
2. If a parent has a complaint with a teacher she should visit the teacher before talking about the complaint with others, such as principal of the school, the Board, etc.	1	2	3	4	5	65
3. Parents should take an active part in teaching their children basic skills, like reading and arithmetic.	1	2	3	4	5	66
4. Citizens who are dissatisfied with something in the community should take direct action to improve things.	1	2	3	4	5	67
5. A good education should combine the skills of teachers and the active involvement of parents.	1	2	3	4	5	68
6. Since methods for teaching children are pretty much common sense, parents should criticize teaching methods they think are wrong.	1	2	3	4	5	69
7. Parents should let teachers do whatever the teachers think is best for children in their professional judgment.	1	2	3	4	5	70

3. Here are some more statements of opinion. Please read each statement below, and circle the number that shows your own opinion.

	Strongly disagree	Disagree	Agree	Strongly agree	
1. Children should be on their own as early as possible to work out their own problems.	1	2	3	4	71
2. We should spend less time trying to find new ways to educate children and emphasize time-tested methods which seem to be forgotten.	1	2	3	4	72
3. People can actually do very little to change their lives.	1	2	3	4	73
4. Having to struggle for what you get in life is the best way to develop character.	1	2	3	4	74
5. Development of human relations skills should be an important part of school.	1	2	3	4	75
6. Obedience and respect for authority are the most important virtues children should learn.	1	2	3	4	76
7. Learning basic skills is the most important part of education.	1	2	3	4	77
8. A college education is only worthwhile if it leads to a high paying job.	1	2	3	4	78
9. Education should prepare a child for the real world.	1	2	3	4	79

80/.

7 8
3 9

BACKGROUND INFORMATION

In the analysis of people's responses to the various preceding questions, it would help us to have some additional background information. If you prefer not to answer any of these questions, that is OK.

1. How much school did each of you finish?

WIFE	HUSBAND
_____1 Grade school	_____1 Grade school
_____2 Some high school	_____2 Some high school
_____3 High school graduate	_____3 High school graduate
_____4 Some college	_____4 Some college
_____5 College graduate	_____5 College graduate
_____6 Post-graduate	_____6 Post-graduate

2. In what type of community did each of you grow up?

WIFE	HUSBAND
_____1 Rural area or small village	_____1 Rural area or small village
_____2 Town (10,000 or less, not a suburb)	_____2 Town (10,000 or less, not a suburb)
_____3 Suburb	_____3 Suburb
_____4 City	_____4 City
_____5 Large City (over 100,000)	_____5 Large City (over 100,000)
_____	_____
State or country	State or country

3. When you were both growing up, what was the main job of your fathers? What were their jobs called?

Wife's father: _____

Husband's father: _____

4. What is your family's religious preference? (answer optional)

_____1 Protestant
_____2 Catholic
_____3 Jewish
_____4 None
_____5 Other: _____
(Please specify)

5. Do you consider your family part of a minority or national group? (answer optional)

_____1 yes
_____2 no

If yes, which group: _____ 18-

SA 1-2

2 3
2 4
5-7
1 8
4 9

Appendix C.8c

STUDENT QUESTIONNAIRE

We want to know how you feel about things at Appelbaum . Most of our questions can be answered by a quick check mark or a circle.

Please do not write your name anywhere on the questionnaire. The results are processed by computer, and not even the researchers will know who answered.

Please check here whether you are: 1 ☐ Male 2 ☐ Female 10

11-12/R

* * * * * * * * * * *

YOUR IDEAS ABOUT TEACHERS

Here are ways that teachers sometimes act towards students. How often do most of your teachers do these things? (Circle one number for each one.)

	Never	Sometimes	Most of the time	Always	
1. Try very hard to teach students something.	1	2	3	4	13
2. Direct and control students' learning in class.	1	2	3	4	14
3. Are considerate of your feelings.	1	2	3	4	15
4. Use different techniques to make class more interesting.	1	2	3	4	16
5. Yell at students.	1	2	3	4	17
6. Make you work hard.	1	2	3	4	18
7. Allow students to help plan class lessons.	1	2	3	4	19
8. Trust students on their own.	1	2	3	4	20
9. Help you with your work.	1	2	3	4	21
10. Smile and laugh.	1	2	3	4	22
11. Are honest with you.	1	2	3	4	23

WHAT TEACHERS WANT

After 3½ months at Appelbaum, you probably have some idea of what most of your teachers expect of you.

For each of the items below, please circle the number that tells how often teachers expect you to do this.

THINGS THAT YOUR TEACHER MIGHT EXPECT YOU TO DO	Never	Sometimes	Most of the time	Always	
1. Show respect for adults.	1	2	3	4	24
2. Help other students with classwork.	1	2	3	4	25
3. Do all of your homework for class.	1	2	3	4	26
4. Be quiet when other students talk.	1	2	3	4	27
5. Ask a question if you don't understand.	1	2	3	4	28
6. Tell another student if he/she has broken a rule.	1	2	3	4	29
7. Speak up if you're dissatisfied with something.	1	2	3	4	30
8. Take an active part in class discussions.	1	2	3	4	31
9. Show interest and enthusiasm.	1	2	3	4	32
10. Other (write it out) _____	1	2	3	4	33

RULES

School rules are the laws that tell how you should behave. For example, the rules that must be followed if you leave the building for lunch, or the things you must do if you're absent from school.

Here are some statements that ask for your opinion about school rules in general. Please circle the number which best tells how you feel about each statement.

	I agree	Not sure	I disagree	
1. There are too many rules here.	1	2	3	34
2. Rules are well-known--every student and teacher is aware of them.	1	2	3	35
3. The rules here are too strict.	1	2	3	36
4. Students have a say in making rules.	1	2	3	37
5. The rules are fair and they make sense.	1	2	3	38
6. Teachers are always reminding students about the rules.	1	2	3	39

TRUE OR FALSE

For each sentence below, please put a T if the sentence is true, or put an F if it is false.

_____1. In my classes I usually may ask other students to help me with my work. 40

_____2. I can usually leave a classroom to go out without asking the teacher. 41

_____3. In my classes, I usually have to ask the teacher before I can use things like the blackboard, or art materials. 42

_____4. In class, if I finish a lesson before others are done, I usually can start a new lesson without waiting for the others. 43

_____5. If I think of something to do that is important to me, my teacher will usually let me work on it during class time. 44

_____6. Almost every day I get some of my work marked or checked. 45

MORE ABOUT YOU

1. If other people in your school tried to describe you, they might use any one of the phrases below. Which of the phrases is most important to you; that is, which one would you most <u>like</u> to have others describe you with? (Check one)

_____ Gets along well with teachers. 46

_____ Popular, gets along well with other students. 47

_____ Does good quality school work, gets high grades. 48

_____ Is attractive, good-looking. 49

_____ Is polite and well-behaved. 50

_____ Is a leader in school activities. 51

_____ Other (write it out) _____ 52-53

2. Looking at the same phrases, which one describes the "you" that you think your <u>teachers</u> would like to see?

_____ Gets along well with teachers. 54

_____ Popular, gets along well with other students. 55

_____ Does good quality school work, gets high grades. 56

_____ Is attractive, good-looking. 57

_____ Is polite and well-behaved. 58

_____ Is a leader in school activities. 59

_____ Other (write it out) _____ 60-61

3. Finally, which one describes the "you" that you think your <u>friends</u> would like to see?

_____ Gets along well with teachers. 62

_____ Popular, gets along well with other students. 63

_____ Does good quality school work, gets high grades. 64

_____ Is attractive, good-looking. 65

_____ Is polite and well-behaved. 66

_____ Is a leader in school activities. 67

_____ Other (write it out) _____ 68-69

4. Are you allowed to choose the courses you take? 70

_____1 I cannot choose any of them.

_____2 I can choose a few but most are required.

_____3 I can choose some and some are required.

_____4 I can choose most but a few are required.

_____5 I can choose all of them.

5. In general, how do you rate the quality of teaching you receive at this school? (Check one) 71

_____1 Outstanding

_____2 Very good

_____3 Good

_____4 Fair

_____5 Rather poor

_____6 Extremely poor

6. I chose to come to Appelbaum because 72

_____1 it will have a brand new building.

_____2 it has a business curriculum.

_____3 it is different from other schools.

_____4 some other reason. (Write it out) _____

_____

7. Considering why I decided to come to Appelbaum, I think 73

_____1 it was worth it. It's my idea of a good school.

_____2 it's OK, but it could be better.

_____3 it isn't very good.

_____4 it isn't worth it. I don't like it.

8. Compared to the school I was in before Appelbaum, I think this school is 74

_____1 much better.

_____2 somewhat better.

_____3 about the same.

_____4 somewhat worse.

_____5 much worse.

9. The thing I like best about Appelbaum is: _____ 75-76

_____

_____

10. If I could change one thing about Appelbaum, it would be: _____ 77-78

_____

_____

79-80/R

THANK YOU FOR YOUR HELP.

PLEASE GIVE YOUR QUESTIONNAIRE

TO YOUR PARENT FOR SENDING BACK

IN THE LARGE STAMPED ENVELOPE.

Appendix C.8d STUDENT QUESTIONNAIRE

SA/1-2
4/3
5-7
/8-9
/10
/11
1/12

Code number _____

We want to know how you really feel about Arts Coop. Most of the questions can be answered with a check-mark or a circle. If you would like to explain or add to your answer, feel free to write things in.

Don't worry about the numbers at the right---they are for the computer.

1. How did you first hear about Arts Coop? (Check one)

___1 From an art, music, English, or drama teacher in my high school
___2 From a teacher in my high school who does not teach one of the arts
___3 From a private teacher in the arts /13-14
___4 From a guidance counselor
___5 From the principal of your high school
___6 From the assistant principal or headmaster of your high school
___7 From the superintendent of your district
___8 From David Steinhoff
___9 From other Arts Coop staff
___10 From your own or a friend's parent
___11 From a student at your high school
___12 From a friend at another high school
___13 Other (please say where you heard) _____

2. What about the program made you want to apply to Arts Coop? (Check all that apply to you)

___a The contact with professional artists /15
___b. The small classes /16
___c. The chance to meet students from other towns /17
___d. The interdisciplinary approach /18
___e. The chance to spend a larger amount of time in your own art form /19
___f. Other (please explain) _____

3. Did you have to give up something to come to Arts Coop? (For example, a sport, an after school activity, a course that meets between 1:00 and 3:00, credit for a full year course because you were only able to complete one semester) /2

___1 Yes, I did have to give something up.
___2 No, I didn't have to give something up.

If yes, please explain what you had to give up. _____ /2

_____

4. The auditions. Did you think the audition process was a fair and sensible way to select students? (Check one)

___1 I thought it was a very good way to select students.
___2 I thought it was a pretty good way. /2
___3 I am not sure.
___4 It was not too good.
___5 It was a terrible way to select students, and should be changed.

Can you say why? _____

_____ /2

5. Some questions about you and your talent.

A. At the time you applied to Arts Coop, did you consider yourself, then, to be especially "talented" - that is, especially good in your art?

___1 Yes
___2 Not sure
___3 No /24

B. At the time you applied to Arts Coop, did other people (friends, teachers, parents) consider you to be especially talented, especially good in your art?

___1 Yes
___2 Not sure
___3 No /25

C. Since coming to Arts Coop, do you now consider yourself to be especially talented, especially good in your art?

___1 Yes
___2 Not sure
___3 No /26

6. We are interested in the ways that Arts Coop is different from, and similar to, your regular high schools.

A. Thinking about your regular high school, look over the list of adjectives below and check off the ones that most describe your regular high school. (Check as many as apply)

___1 a real drag /27
___2 a waste of time /28
___3 a place for serious study /29
___4 adults respect students /30
___5 angry /31
___6 boring /32
___7 calm /33
___8 creative /34
___9 enjoyable /35
___10 exciting /36
___11 flexible /37
___12 foolish /38
___13 interesting /39
___14 like being in prison /40
___15 makes me want to hide /41
___16 nasty /42
___17 makes me worry /43
___18 pressured /44
___19 relaxed /45
___20 rigid /46
___21 serious /47
___22 stifling /48
___23 students respect adults /49
___24 supportive /50
___25 tense /51
___26 tiring /52

B. Now thinking about Arts Coop, look over the list again and check off the phrases or words that best describe Arts Coop.

Arts Coop is ...

___1	a real drag	/53	___14	like being in prison	/66
___2	a waste of time	/54	___15	makes me want to hide	/67
___3	a place for serious study	/55	___16	nasty	/68
___4	adults respect students	/56	___17	makes me worry	/69
___5	angry	/57	___18	pressured	/70
___6	boring	/58	___19	relaxed	/71
___7	calm	/59	___20	rigid	/72
___8	creative	/60	___21	serious	/73
___9	enjoyable	/61	___22	stifling	/74
___10	exciting	/62	___23	students respect adults	/75
___11	flexible	/63	___24	supportive	/76
___12	foolish	/64	___25	tense	/77
___13	interesting	/65	___26	tiring	/78

C. How is Arts Coop <u>different</u> from your regular high school?

D. How is Arts Coop <u>like</u> your regular high school?

CD#2
2/12

7. What do your average grades tend to be in your regular high school?

___1 Mostly A's
___2 A's and B's
___3 Mostly B's
___4 B's and C's
___5 Mostly C's
___6 C's and D's
___7 Mostly D's

/13

8. Are you having any problems being part of two schools -- Arts Coop and your regular high school?

___1 Yes
___2 No

/14

If yes, please explain what those problems are _____ /15-16

_____

_____

9. How much do the teachers in your regular high school know about Arts Coop?

___1 A lot
___2 Some
___3 Very little
___4 Nothing at all
___5 I don't know how much my regular teachers know about Interarts.

/17

10. How do the teachers in your regular high school seem to feel about the program? (Check one)

___1 The teachers in my regular high school seem to like Arts Coop very much and encourage my coming to it.
___2 The teachers in my regular school think Arts Coop is OK and they don't mind my coming to it.
___3 The teachers in my regular school don't like Arts Coop very much, but they don't bother me about my coming.
___4 The teachers in my regular school don't like Arts Coop at all and make life difficult for me because I come to Arts Coop
___5 Other (Please fill in _____

_____

/18

11. What would you say about the way Arts Coop teachers teach?

___1 They teach very differently from teachers in my regular high school.
___2 They teach quite differently.
___3 They teach a little differently.
___4 They teach just the same way as in my regular high school.

/19

12. If the way they teach is different, how do you feel about that?

___1 I like it, no problems.
___2 I like it, but it makes some problems for me.
___3 I don't care one way or the
___4 I don't like it.

/20

Can you say a little about how they teach differently from your regular high school?

_____ /21-22

_____

_____

_____

13. Transportation

A. How do you usually get to Arts Coop? (Check one)

___1 Interarts bus
___2 Taxi paid for by your town
___3 Taxi paid for by you /23
___4 Regular public transportation
___5 Walk
___6 Motorcycle
___7 Bicycle
___8 Own or friend's car
___9 Other: _____

B. Have you had any problems with transportation between your regular high school and Arts Coop?

___1 Yes
___2 No /24

If yes, please explain what the problems are _____ /25

_____

C. Please comment on how you feel about your transportation - the way you get to Arts Coop. (Check one)

___1 I like it
___2 It's OK /26
___3 I don't like it

Can you say why? _____

_____

_____

14. Space

A. How did you feel about the space in which Arts Coop was located this year?

___1 I strongly disliked it.
___2 I disliked it.
___3 It didn't matter to me one way or the other.
___4 I liked it. /27
___5 I very much liked it.

B. What did you dislike about the space? (Check as many as apply)

___a. The separated classrooms in different buildings. /28
___b. The basement conditions of no light and low ceilings. /29
___c. Being in different rooms each day. /30
___d. Not having a permanent home for Arts Coop /31
___e. There was nothing I disliked about the space -- it was fine. /32
___f. Other (Please fill in _____) /33

C. And what did you like about the space? (Check as many as apply)

___a. Being located on the University campus. /34
___b. Being able to move around outside during the day from classroom to classroom. /35
___c. Showing outsiders that a new program like Arts Coop can be a great place even if the space isn't so wonderful. /36
___d. There was nothing I liked about the space. It's awful. /37
___e. Other (please fill in) _____ /38

15. If it were possible for you to spend as little or as much time as you liked at , what would you prefer to do?

___1 I would like to spend more time at Arts Coop than I do now.
___2 I would like to spend about the same amount of time at Arts Coop as I do now.
___3 I would like to spend less time at Arts Coop than I do now. /39

16a. About how often have you been absent from Arts Coop?

___1 Never
___2 About 1 day in the average month
___3 About 2 or 3 days in the average month
___4 About 4 to 6 days in the average month (once or twice a week) /40
___5 More than this

16b. When you were absent from Arts Coop, which of the following was most often the reason for your absence? (Check one)

___1 I was sick
___2 I was bored with Arts Coop /41
___3 I had a problem with my regular high school (What? _____) /42
___4 I had something else that I felt was more important (What? _____) /43
___5 I had to work /44
___6 I had to babysit /45
___7 Other (please fill in) _____ /46 /47

Is there anything else you'd like to say about your own or other student's absences? _____ /48

_____

_____

17. How have you felt about meeting students from other towns at Arts Coop?

___1 I really like it
___2 It's OK
___3 It doesn't matter one way or the other. /
___4 I would prefer to be working just with students from my own town.

Is there anything else you'd like to say about this?

_____

18. Thursdays

A. We would like to know how you feel about Thursdays.

___1 I strongly like Thursdays.
___2 I like Thursdays.
___3 I am neutral on Thursdays.
___4 I dislike Thursdays.
___5 I strongly dislike Thursdays.

/50

B. What do you like about Thursdays? (Check all that apply)

___a The chance to be with the whole school. /51
___b The chance to meet other staff members /52
___c The chance to meet students outside my own art area. /53
___d Nothing - Idon't like Thursdays. /54
___e Other (please explain) _____ /55

C. What do you dislike about Thursdays? (Check all that apply)

___a Takes time away from own art area. /56
___b It's too disorganized. /57
___c I don't like the activities that we do. /58
___d Nothing - Thursdays are fine. /59
___e Other (please explain) _____ /60

19. Classes in your art area.

a. What have you liked about your classes or teachers in your own art area?

_____ /61-64

_____

_____

_____

b. What have you disliked? _____ /65-68

_____

_____

20. How do you feel about the number of teachers in your art area?

___1 I like having more than one teacher in my art area.
___2 I am not sure how I feel about having more than one teacher.
___3 I would prefer to have only one teacher in my art area. /69

21. Please think of contacts you have had with teachers outside your art area. Some of these contacts might have been "professional" --dealing with your art interests. Some might be personal --just getting to know each other.

With teachers outside your art area...

a. How much professional contact have you had?

___1 None at all
___2 Very little
___3 Some
___4 A lot

b. How much personal contact have you had?

___1 None at all
___2 Very little
___3 Some
___4 A lot

/70-71

22. Are there any particular teachers outside your art area that you especially relate to, or who have been helpful to you?

___1 No, none
___2 Yes, one teacher outside my art area
___3 Yes, two or three teachers outside my art area /72

Could you say a little about how they have been helpful to you?

_____ /73

_____

23. Have other students ever given you help and suggestions in your art area?

___1 Yes, very often
___2 Yes, often
___3 Sometimes
___4 Hardly ever
___5 No, never /74

Can you give one example? _____

_____ /75

24. How much help and criticism have you received from staff in contrast to students?

___1 I have received more criticism and help from other students than from staff. /76
___2 I have received help about equally from staff and students.
___3 I have received most of my help and criticism from staff members.

25. Complete this sentence: As a direct result of my experience at Arts Coop, I have advanced in my own art area...

___1 a great deal
___2 a fair amount
___3 not much
___4 not at all /77

26. How would you rate the quality of teaching that you generally receive from this school? (Check one)

___1 Outstanding
___2 Very good
___3 Good
___4 Fair
___5 Rather poor /78
___6 Extremely poor

CD#3
3/12

27. Opinions

We are interested in your feelings and opinions about Arts Coop. Please look over the phrases listed below, and for each one, decide if you agree, disagree, or don't know. Circle the word which best describes how you feel about the statement.

1. I feel that the staff treats the students with respect.	Agree	Don't know	Disagree	/13
2. We should be required to produce and perform more.	Agree	Don't know	Disagree	/14
3. Arts Coop is not a place for serious work.	Agree	Don't know	Disagree	/15
4. I feel like I am part of a special "art community" when I am at Arts Coop	Agree	Don't know	Disagree	/16
5. I would rather concentrate more on one project or area.	Agree	Don't know	Disagree	/17
6. I feel like the week at Arts Coop is very chopped up.	Agree	Don't know	Disagree	/18
7. I like depending on other students for help.	Agree	Don't know	Disagree	/19
8. We should do more things together as an arts community than we do.	Agree	Don't know	Disagree	/20
9. I like meeting students here from different ethnic backgrounds.	Agree	Don't know	Disagree	/21
10. I like meetings students here from different art backgrounds.	Agree	Don't know	Disagree	/22
11. The staff is always willing to listen to suggestions from students about how to change the program.	Agree	Don't know	Disagree	/23

28. How much influence do you feel you have about what goes on in Arts Coop?

___1 A lot
___2 Some
___3 Very little
___4 None at all

/24

29. How would you describe Arts Coop to a friend who doesn't know anything about the program?

_____ /25-2

_____

_____ _____

Your parents' reactions:

30. A. How much do your parents know about Arts Coop? (Check one)

___1 A lot
___2 Some
___3 Very little /27
___4 Nothing at all
___5 I don't know how much my parents know about Arts Coop

B. Do your parents seem to like Arts Coop? (Check one)

___1 Yes, they seem to like it a lot.
___2 They seem to think it's OK.
___3 It doesn't bother them one way or the other.
___4 They seem to dislike Arts Coop somewhat.
___5 They seem to dislike Arts Coop a lot. /28
___6 I don't know how my parents feel about Arts Coop.

C. Do your parents think that the time you spend at Arts Coop is as important as the time you spend in your regular high school? (Check one)

___1 They think the time I spend at Arts Coop is more important than the time I spend at my regular school.
___2 They think it is just as important.
___3 They think my time at Arts Coop is less important /29
___4 I don't know how they feel about this.

31. How much do you know about ... (For each statement circle one of the following)

1. How Arts Coop was planned.	A lot	Some	Very little	Nothing	/30
2. Where Arts Coop gets its money. . .	A lot	Some	Very little	Nothing	/31
3. What the Administrative Council is and does.	A lot	Some	Very little	Nothing	/32
4. Who C.E.S. is	A lot	Some	Very little	Nothing	/33
5. How students get selected.	A lot	Some	Very little	Nothing	/34

32. Imagine that the continuation of the Arts Coop program were in danger (lack of money, for example). What would you personally do if that happened? (Check all that apply)

___a I wouldn't do anything. /35
___b I would try to work something out with the staff and students at Interarts. /36
___c I would try to do something at my sending high school about it. /37
___d I would go to my town Board of Education. /38
___e Other _____ /39

33. What have you liked best about Arts Coop? _____

_____

_____

34. What have you liked least about Arts Coop? _____

_____

_____

35. If you could change one thing about Arts Coop, what would that be?

_____

_____ /40

_____

36. Would you like to return to Arts Coop next year?

___1 Yes
___2 No
___3 Not sure /41

Can you say why? _____

_____

_____

37. Is there anything else you'd like to say about Arts Coop ? _____

_____

_____

_____

_____

_____

BACKGROUND INFORMATION

It would help us to have some additional biographical information. If you prefer not to answer any of these questions, that is OK.

1. What town are you from?

___1 Warren
___2 Winchester
___3 Waterton /42
___4 Bailey
___5 Adams
___6 Harborview

2. How long have you lived there?

___1 Less than one year
___2 1-3 years
___3 4-8 years /43
___4 9-15 years
___5 More than 15 years

3. If you have not lived in that town all your life, where did you come from before that? _____, _____ /44,45-46
City State

4. Where were you born? _____, _____ /47,48-49
City State

5. Were your parents born in this country?

a. Mother: Yes ___ No ___ /50
b. Father: Yes ___ No ___ /51
c. If no, where did your parents come from? _____ /54-5
Country

d. When did they arrive? _____
Year of arrival in U.S.A.

6. What kind of work does your father do, that is, what is he called?

_____ /56-57

7. What does your mother do: _____ /58-59

8. What do you plan to do when you finish high school?

___1 2 year college
___2 4 year college
___3 an art school or art college /60
___4 no college, but work in the arts
___5 work outside of the arts
___6 other: (please explain) _____

9. What would you like to be doing 10 years from now? _____ /61-6

_____

_____

_____

10. Do you consider yourself a member of any ethnic groups? If you do, please put a check mark next to all groups you consider yourself a member of. (SKIP this question if you prefer not to answer.)

___a	Black	/63
___b	Puerto Rican	/64
___c	Cuban	/65
___d	Dominican	/66
___e	Hispanic	/67
___f	White	/68
___g	Italian	/69
___h	Greek	/70
___i	Portuguese	/71
___j	Jewish	/72
___k	Polish	/73
___l	Irish	/74
___m	American Indian	/75
___n	Other: _____	/76

11. Sex

___1 Female
___2 Male /80

If you have any comments about the questionnaire, please write them on this page.

Then place the questionnaire in the sealed envelope.

THANK YOU VERY MUCH!

Appendix C.9a

Rev. 11/19/76
Rein/Matt

USE OF CONSULTANTS

Interviewee_____Site_____Interviewer_____Date_____

We are interested in the problem of how people planning and implementing new schools use outside assistance -- experts, helpers, consultants. As always, what you tell me is confidential, not shared with anyone else. Is it OK if I tape our conversation?

_____

A. First of all, what would you say about how much this school district has used consultants in the past? Have they been used a great deal, a moderate amount, now and then, or hardly at all?

Why is that, do you think?

B. Now I'd like to ask you about how you worked with several different consultants: _____, _____, _____
Do you think of any other people that have been important to you as outside helpers?

1. Let's take the first person, _____.
What were the problems or needs that led you to seek outside assistance (and eventually hire this person)?

2a. What kind of help or assistance did you want on these problems?

2b. What kind of a working relationship did you want with an outside helper or consultant?

3. Thinking back over the decision to use this person's help:

How did you hear about him or her?

--Who made the decision to involve him/her?

--What were the pro's and con's discussed?

--What led you finally to "open the door" to this outsider?

--What other candidates were considered, if any? (mention them if known to us)

--Why did it turn out that they weren't involved as a consultant?

4. Thinking of the consultant that <u>was</u> hired:

   a. What kind of contract or agreement did you make with him/her? (special conditions, time, services, etc.)

   b. What problems did this person actually work on?

   c. What kinds of assumptions did he or she seem to be operating on--about the problem, ways to handle it, etc.?

   d. What did he/she actually <u>do</u>--who worked with, what methods, how long, etc.

5a. What kind of help or assistance did the person typically give? Can you give me a specific incident that would illustrate?

5b. Were there any times during your work when you or the consultant felt frustrated, upset or dissatisfied with what was happening? (IF YES: What happened? Can you explain why you (or the consultant) felt this way?

5c. What was the working relationship typically like? Can you give me a specific incident?

6. What were the results of the work?

a. What were people's immediate reactions and feelings?

b. What would you say were the immediate effects of the work---good, bad, or none at all?

c. What would you say were the longer-term effects or results---good, bad, or none at all?

d. What would you say you learned personally as a result of the work?

Thanks. Now I'd like to turn to the second person you mentioned, and ask the same questions.

1. Let's take the second person, _____.
What were the problems or needs that led you to seek outside assistance (and eventually hire this person)?

2a. What kind of help or assistance did you want on these problems?

2b. What kind of a working relationship did you want with an outside helper or consultant?

3. Thinking back over the decision to use this person's help:

--How did you hear about him or her?

--Who made the decision to involve him/her?

--What were the pro's and con's discussed?

--What led you finally to "open the door" to this outsider?

--What other candidates were considered, if any? (mention them if known to us)

--Why did it turn out that they weren't involved as a consultant?

4. Thinking of the consultant that <u>was</u> hired:

   a. What kind of contract or agreement did you make with him/her? (special conditions, time, services, etc.)

   b. What problems did this person actually work on?

   c. What kinds of assumptions did he or she seem to be operating on---about the problem, ways to handle it, etc.?

   d. What did he/she actually <u>do</u>--who worked with, what methods, how long, etc.

5a. What kind of help or assistance did the person typically give? Can you give me a specific incident that would illustrate?

5b. Were there any times during your work when you or the consultant felt frustrated, upset or dissatisfied with what was happening? (IF YES: What happened? Can you explain why you (or the consultant) felt this way?

5c. What was the working relationship typically like? Can you give me a specific incident?

6. What were the results of the work?

a. What were people's immediate reactions and feelings?

b. What would you say were the immediate effects of the work---good, bad, or none at all?

c. What would you say were the longer-term effects or results---good, bad, or none at all?

d. What would you say you learned personally as a result of the work?

(If only discussing two consultants, skip to p. 10, question 7. Otherwise thanks. Now I'd like to turn to the third person you mentioned, and ask the same questions.

1. Let's take the third person, _____. What were the problems or needs that led you to seek outside assistance (and eventually hire this person)?

2a. What kind of help or assistance did you want on these problems?

2b. What kind of a working relationship did you want with an outside helper or consultant?

3. Thinking back over the decision to use this person's help:

How did you hear about him or her?

--Who made the decision to involve him/her?

--What were the pro's and con's discussed?

--What led you finally to "open the door" to this outsider?

--What other candidates were considered, if any? (mention them if known to us)

--Why did it turn out that they weren't involved as a consultant?

4. Thinking of the consultant that <u>was</u> hired:

   a. What kind of contract or agreement did you make with him or her? (special conditions, time, services, etc.)

   b. What problems did this person actually work on?

   c. What kinds of assumptions did he or she seem to be operating on--about the problem, ways to handle it, etc.?

   d. What did he/she actually <u>do</u>--who worked with, what methods, how long, etc.

5a. What kind of help or assistance did the person typically give? Can you give me a specific incident that would illustrate?

5b. Were there any times during your work when you or the consultant felt frustrated, upset or dissatisfied with what was happening? (IF YES: What happened? Can you explain why you (or the consultant) felt this way?

5c. What was the working relationship typically like? Can you give me a specific incident?

6. What were the results of the work?

a. What were people's immediate reactions and feelings?

b. What would you say were the immediate effects of the work---good, bad, or none at all?

c. What would you say were the longer-term effects or results---good, bad, or none at all?

d. What would you say you learned personally as a result of the work?

7. Now I'd like to ask you some questions about the future.

   a. Are there any problems or issues currently that you think you might like to use outside assistance on? Let's pick one of these.

   b. What kind of an outside helper do you think might be helpful?

   c. What knowledge or expertness would they have to have?

   d. What kind of working relationship would you like to have with a helper of this sort?

   e. How might you proceed to locate such a person?

8. In general, when do you think it is <u>NOT</u> good to involve outside help on a problem?

9. Do you have any other comments that would help us understand how you think about the use of consultants in planning and implementing new schools?

Thank You.

Appendix C.9b

11/19/76
Rein/Matt

CONSULTANT INTERVIEW

Interviewee:
Site:
Interviewer:
Date:

We would like to know more about experiences consultants like you have in helping people who are involved in planning and implementing new schools.

As always, what you tell me is confidential, not shared with anyone else. Is it OK if I tape our conversation?

---

1. About how long have you worked as a consultant to organizations?

   a. What percentage of your consulting work has been with
      _____ Schools
      _____ Other non-profit agencies (gov't, health colleges, etc.)
      _____ Profit-making organizations

   b. What percentage of all your consulting work has been with
      _____ Helping <u>new</u> systems (create, start up, etc.)
      _____ Helping <u>existing</u> systems (training, redesign, etc.)

2. You've had some contact with (one) (some) of the sites involved in our research project. I'd like to start with _____.*
   (site name)

   a. Could you tell me how the <u>contact</u> between you and this site was established? (Through whom did you get in contact; who took the initiative?)

   b. Who or what group did you consider to be your potential client?

* NOTE: If planning to interview consultant re another site, keep notetaking on left side, leave space on right for answers to same questions about second site.

3. What were the problems or needs your potential client presented you with during the first entry meeting?

How specifically were these described?

What problems got most emphasis?

4. Did your potential client specify the type of help she/he or they needed from you?

5. a. What kind of a working relationship did the potential client want with you as an outside consultant? Was client explicit/clear about it, or was it expressed implicitly?

b. Could you describe the kind of relationship you thought would be appropriate for this particular client having this particular type of problem/need?

c. Did you eventually carry out some work for the client? (IF NO, go to question 6)

IF YES: In the light of your client's expectations for the working relationship, and your own preferences for the relationship, could you describe the kind of relationship? that actually developed? What were its main features?

Could you give an incident which illustrates what the relationship was like?

6. Now, going back, I'd like to ask a bit more about the way the contract between you and your client got established - one did.

In talking with your (potential) client,

a. Did you put forward any conditions or requirements about your working relationship?

(IF YES: What were they? And what was your rationale for these?)

(IF NO: Why was that? Were there some conditions you did not want to discuss? why?)

b. As you considered whether or not to work with the client, what were the pro's and con s as far as you were concerned?

c. What made you decide to agree to work with the client? (IF DID NOT DECIDE, ask why. Then go to question 14.)

d. What kind of contract or agreement did you make with the client?

(IF CONTRACT MADE: nature of services, time, money, etc.)

(IF NO CONTRACT MADE: Why was that? Then go to question 14.)

7. What, in your opinion, led the client finally to "open the door" to you as an outsider?

8. I assume that you soon began to develop some impressions about your client and his/her/their problems and needs.

   a. Could you sketch your general impressions of the client?

   b. As you got more involved, what seemed to be the most important problems/needs?

   c. What were important symptoms of these problems within your client system? (interpersonally, technically, organizationally)

   d. In general, how would you characterize the state of the client system as you came to know it?

      (What basic things were going on: What were the dominant processes?)

9. Earlier (REFER BACK TO question 3), you said that the client presented certain problems and needs at first. These were: (Read Notes)

   a. On reflection, would you say this <u>first problem definition</u> was right, on target, accurate?

   b. Did this definition of the problem get modified or changed as your work proceeded?
   (IF YES: what caused that? (Did you play a role in redefining the problem or needs?)
   IF NO: Go to question 10.)

10. Now I'd like to turn to what <u>you actually did</u> as you worked with the client.

   a. With whom did you work, and for how long?

   b. What kind of help or assistance did you provide?

   c. Can you give me a specific incident that would illustrate the techniques, methods or approaches that you used?

   d. Could you explain briefly why you think this particular type of help was - in this case - appropriate?

   e. Was what you did with this client different from your typical way of working in any respect?
   (IF YES: please explain what was different)

   f. Were there any times during your work when you or the client felt frustrated, upset or dissatisfied with what was happening?
   (IF YES: What happened? Can you explain why you (or the client) felt this way?

11. Now I'd like to ask about the results of your work so far.

a. What were people's <u>feelings</u> like, their reactions as to your work?

b. What would you say were the <u>immediate effects</u> your work had? (They might be good, bad, or none at all)

c. What would you say were the <u>longer-term effects</u> or results? (good, bad, or none at all?)

12. Assuming that consultants can also learn: What would you say <u>you learned personally</u> as a result of your working with this client?

13. Anything else that would help us understand how you worked with this client?

(IF YOU WANT TO ASK INTERVIEWEE ABOUT WORK IN ANOTHER SITE, RETURN TO QUESTION 2 and RECYCLE.) Otherwise proceed to question 14.

14. Let's take a somewhat broader perspective now:

You have been consulting/you are consulting with/people involved in planning and implementing new, innovative schools.

a. What in your opinion are the main problems/issues, or even traps for a consultant working in this particular area?

b. Earlier, I mentioned the distinction between consulting for existing systems and consulting for new systems. Have you experienced some differences between these two kinds of systems, in terms of what consulting is like?

c. What specific consulting skills do you think a good consultant needs when he/she is working with new systems?

d. Any other comments on the old versus new system question?

MANY THANKS.

Appendix D.1

12/19/75 CONTACT SUMMARY FORM SITE _____

Type of contact: Mtg. _____ (Who, what group) _____ (place) _____ (date) Coder _____

Phone _____ (with whom, by whom) _____ (place) _____ (date) Date coded _____

Inf. Int. _____ (with whom, by whom) _____ (place) _____ (date)

1. Thinking about this contact, which themes in the list do you regard as most salient or significant? For each one you pick out:

   a. Elaborate, comment, say what you would like to about theme.
   b. Give your hypotheses about WHY theme was important or central.

   (include discussion of high-salient actors as they are relevant)

   Your comments can either be written here, or dictated. (if dictated, attach transcription,

   Remember that this material will be posted. Write legibly, and underline themes. Make new paragraph if you want it to go on a new card.

2. Was there anything else that struck you as salient, interesting, illuminating or important in this contact? If so describe here.

3. Please note here any new themes (edge-coded and circled) which seem important, and your suggestions for dropping or revising old themes.

Considering this contact as a whole, circle the statement(s) that fit(s) for each theme. Don't force it. Use the "uncertain" box if relevant. Add comments at right if you wish.

Planning/implementation styles				UNCERTAIN	NOTES
1. Plan for planning	Explicit, thought-thru	Mid	Implicit, vague	☐	
2. Adaptiveness	High	Mid	Low	☐	
3. Reflexivity	Sought, open to data	Mid	Resisted, closed to data	☐	
4. Time management	Long run	Mid	Short run	☐	
	Clear	Mid	Unclear	☐	
5. Goals for school	Agreement, consensus	Mid	Disagreement, dissensus	☐	
	Real, linked to action	Mid	Rhetorical, not action-linked	☐	
	Explicit	Mid	Implicit	☐	
	Reaffirmed	Mid	Abandoned	☐	
6. Planning/Implementation Linkages					
Planners-implementers as a sub-system					
1. Commitment	High	Mid	Low	☐	
2. Educational orientation	Innovative	Mid	Traditional	☐	
3. Task orientation	High	Mid	Low	☐	
4. Socio-emotional orientation	High	Mid	Low	☐	
5. Division of labor	High differentiation	Mid	Low differentiation	☐	
	High integration	Mid	Low integration	☐	
6. Resource management	(no scale) Comments:			☐	
7. Conflict management	Aids goal attainment	Mid	Hinders goal attainment	☐	
8. Power distribution (internal)	Shared	Mid	Centralized	☐	
9. Content orientation	"Socio"-- school as org.	Mid	"Technical"- edu-business	☐	
10. Learning orientation	Strong	Mid	Weak	☐	
11. Internal communication	Open	Mid	Closed	☐	
	Complete	Mid	Incomplete	☐	

Planners/implementers' relations with the environment

		UNCERTAIN	NOTES
1. Initiative	Proactive —— Mid —— Reactive	☐	
2. Socio-political support	Envir. is pro —— Mid —— Envir. is con	☐	
	High support-seeking —— Mid —— Low support-seeking	☐	
3. Knowledge-seeking & utilization	Active —— Mid —— Not active	☐	
4. Influence: from environment in	High —— Mid —— Low	☐	
from group outward	High —— Mid —— Low	☐	
5. Resource acquisition	Aggressive —— Mid —— Passive	☐	
	Adequate —— Mid —— Inadequate	☐	
6. Political skill	High, savvy —— Mid —— Low, naive	☐	
7. Dealing with constraints	(no scale)	☐	

Comments: _____

_____

8. Cooptation

Key roles

1. Researcher: Access, rapport	High —— Mid —— Low, Poor	☐	
Intervention	High —— Mid —— Low	☐	
Data quality	High, certain —— Mid —— Low, uncertain	☐	
2. Formal leader	(no scale)	☐	
3. Consultant	(no scale)	☐	

Comments: _____

_____

Comments: _____

_____

ASPECTS OF THE SCHOOL 12/9/75

After reviewing this contact (your ratings and comments) please check off the aspects of the school as a social system which (a) you consider to have been salient or focal in this contact; (b) the planners/implementers focused their attention (either implicitly or explicitly) on.

(See Matt's Nov. 16 memo for keywords linked to aspects)

Salient to FW	P/I gave attention to	
		SYSTEM--ENVIRONMENT RELATIONS
		Linkage mechanisms
___	___	For communication of info
___	___	For knowledge
___	___	For influence
___	___	For needed resources
___	___	Boundary maintenance mechanisms
		GOALS/OUTPUTS
___	___	Student outcomes
___	___	System properties
___	___	Community services
___	___	Physical products
___	___	Impact on district
___	___	Changes in personnel
		INPUTS
___	___	Money
___	___	Staff
___	___	Students
___	___	Knowledge
		TRANSFORMATION SYSTEM
		Formal structure
___	___	Authority, formal power
___	___	Division of labor,role definitions
___	___	Group definitions
___	___	Formal communication
___	___	Performance evaluation methods
___	___	Social control mechanisms
___	___	Decision-making methods
		Informal, emergent psycho-social system
___	___	Norms
___	___	Reward system
___	___	Collective sentiments (morale,climate)
___	___	Conflict management
___	___	Communication (informal)
___	___	Liking, friendship structure
___	___	Status/prestige
___	___	Influence
___	___	Expertness, competence
		Technology
___	___	Teaching methods, activities
___	___	Curriculum
___	___	Materials and equipment
___	___	Space use
___	___	Time use
___	___	Support services
___	___	Leading/managing behavior
		Change and renewal methods
___	___	Methods for goal-setting and clarification
___	___	Methods for data collection and feedback
___	___	Problem-solving modes/mechanisms
___	___	Methods for learning and development
___	___	Methods for planning
___	___	Methods for knowledge-seeking and utilization

Appendix D.2

Rev. 12/11/75 Filled out by_____ Date_____ Site_____

DECISION SUMMARY

Based on Contact		Approx. date of decision(s)	Date of contact
	In meeting _____ (Who, what group? Number of persons?)	_____	_____
	On phone _____ (With whom, by whom?)	_____	_____
	Informal interview _____ (With whom, by whom?)	_____	_____

A. Review the write-up for the decisions (by themes and aspects of school) coded in the right margin. Below, list the decisions, and number them. If no decisions are coded, write "NONE". For each decision, indicate page #, who made the decision, "D" for actual decisions and "R" for reported decisions. Following each decision, explain, as you understand it, what were the main factors influencing these decisions? They might be factors internal to the group or people deciding, and/or external (in the school district, community, etc.) Then draw a line and go on to describing the next decision.

Reminder: a decision as defined on this page is a reasonably explicit agreement to do something, usually involving commitment of resources, in the immediate or near future.

No.	DECISION	MADE BY WHOM	Page #	D,R

B. From right-margin coding, copy off the themes and aspects used. Repeated themes and aspects need not be re-listed.

PLANNING/IMPLEMENTATION THEMES:

ASPECTS OF SCHOOL:

(SEE OVER)

C. Based on this contact, did there seem to you to be any salient matters which might well have been decided, but were left undecided for some reason (ex: avoidance, deliberate blocking, left vague or ambiguous, postponement, denial, etc.)? If so, please list these matters briefly, and comment on why you think they were left undecided.

D. Using this contact as the culmination of data collected over time, note any <u>implicit</u> decisions which appear to have taken place: the general direction the planning seems to be taking. Edge-code applicable themes and aspects of school; this will be posted; so be legible.

Appendix D.3

SITE ANALYSIS MEETING FORM

Date _____

p. 1

Site _____

Recorder _____

Mtg. Attendance _____

(Initials) _____

1. MAIN THEMES, IMPRESSIONS, SUMMARY STATEMENTS about what is going on in the site. Comments about the general state of the planning/implementation system. (Note: if the site analysis meeting is topic specific, e.g. "knowledge seeking in Westgate", use this page to describe the salient issues surrounding this theme.)

SITE ANALYSIS MEETING FORM, p. 2 Date _____

Site _____

2. EXPLANATIONS, SPECULATIONS, HYPOTHESES about what is going on in the site.

SITE ANALYSIS MEETING FORM, p. 3 Date _____

Site _____

3. ALTERNATIVE EXPLANATIONS, MINORITY REPORTS, DISAGREEMENTS about what is going on in the site.

Date _____

Site _____

4. NEXT STEPS FOR DATA COLLECTION: follow up questions, specific actions, general directions field work should take.

5. Implications for REVISION, UPDATING OF CODING SCHEME.

Appendix D.4

12/31/76
M.B.Miles

Qualitative analysis: some possible rules of thumb

1. Keep in mind the purpose of the analysis. In our case, it is to develop a coherent picture of a site, and explain it, working at a medium level of detail---since the cases are limited in length.

   The test our analyses should meet is perhaps something like: did they result in a case study that is a reasonable, plausible, non-self-deluding view of what happened and why?

2. Use the site memo as a preliminary source of leads for analysis, along with the working outline of the case study.

3. In exploring some aspect of the data (such as P/I linkage), or some key theme unique to the particular site, (such as circular discussions at CHS):

   a. Look for patterns, recurrences, and make generalizations on a preliminary basis. (Generalization = X is happening often, repeatedly, significantly.)

      Ex:

   b. Consider the validity of the generalization. Is there supporting evidence from elsewhere in the data? Does it hold true for several different people, roles or groups, or occasions? Is there any negative evidence from elsewhere in the data?

      Ex:

      Also: was our coverage of the site pretty good on this aspect, or are there gaps? Would another field worker or staff member make the same generalization after looking at the data? Would a site participant agree that the generalization is true?

      Ex:

   c. Look for "curious" things: unpredicted, surprising, puzzling, not obvious initially, as another source of generalizations.

      Ex:

   d. Given a generalization, make a prediction. What else would be true if this generalization were true? Then go look at the "else" to see if it is there or not.

      Ex:

4. If you have a reasonably firm generalization, look for a broader-level (or higher-level) concept that includes it. This may turn out to be an existing theme, or some new one.

Ex:

5. Develop propositions (causal statements) which link concepts to one or more of the main dependent variables of the study:

--Acquisition of dollars and endorsement
--Utilization of knowledge
--Quality of planning decisions
--Goodness of implementation
(congruence with goals,
stakeholder satisfaction,
continued problem-coping ability)

These may be cast as $X \longrightarrow Z$ (X causes Z), or as

$X \longrightarrow Y \longrightarrow Z$ (X causes Z, but though the conditioning or intervening influence of Y.

Ex:

Such propositions may be built into a larger network (ex: Watergate site memo).

6. Ask other people to review the propositions (and the generalizations they were drawn from). Other people: staff members, site members.

a. Can alternative propositions be set up?

b. Is your own bias influencing propositions in some way?

Ex:

7. Go back to data to test, check out propositions (the more central or important the proposition, the more important it is to use several of these methods):

a. does Y always (or nearly always) go with Z, and is it reasonable to think that it causes Z?

Ex:

b. is it possible that some third factor Q is in fact causing both Y and Z?

Ex:

c. are certain conditions necessary for Y to cause Z ?

Ex:

d. look at extreme cases: when everything else (L,M,N,O,P, all plausible causes of Z) is present, but only X is absent. If Z doesn't happen, then the case is strong for the causal power of X.

Ex:

e. Look at extreme bias cases: if even the most self-interested role or group gives an explanation which fits yours, though it's against their interest or potential bias, then the case is strong for the proposition.

Ex:

8. Write it up!

* * * * * * * * * * * * * * * * * * * *

Issue: what coding/storing/retrieving technologies are possible and useful, when applying rules of thumb like those above. Options:

1. Read and reread field notes.
2. Check salient points in margin, apply themes or other retrieval labels. Work from field notes.
3. Use salient-points method as outlined this fall. Work from CSF, and Decision Form.
4. Use original (edge-coding) method. Work from field notes or cards.
5. Post #2,#3 or #4 for retrieval.
6. Make main-points summary on CSF like those Jolene did, work from CSF and/or cards.
7. Other: